

**Enhancing Communication Skills through Interaction:
The Scope of Neuro-Linguistic Programming
and Transactional Analysis in English
Language Teaching**

**Thesis Submitted to the
University of Calicut
for the Award of the Degree of
DOCTOR OF PHILOSOPHY IN ENGLISH**

by

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**Affiliated to the University of Calicut
2025**

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I, Abdul Rasheed P, hereby declare that the thesis entitled, **Enhancing Communication Skills through Interaction: The Scope of Neuro-Linguistic Programming and Transactional Analysis in English Language Teaching**, submitted to the University of Calicut for the award of the degree of Doctor of Philosophy in English, is an original record of observations and bona fide research, carried out by me under the supervision of Dr. Zainul Abid Kotta, Professor of English & Principal, Govt. College Malappuram, and that it has not been previously formed the basis for the award of any degree, diploma or similar title. The contents of the thesis are undergone plagiarism check using **iThenticate** software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



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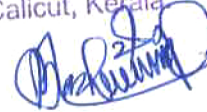



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List of Abbreviations

Abbreviation	: Full Form / Meaning
CEFR	: Common European Framework of Reference for Languages
ELT	: English Language Teaching
ESL	: English as a Second Language
EFL	: English as a Foreign Language
GCE	: Global Citizenship Education
IRF	: Initiation–Response–Feedback model
L1 / L2	: First Language / Second Language
LSRW	: Listening, Speaking, Reading, and Writing
NLP	: Neuro-Linguistic Programming
SDG	: Sustainable Development Goal
SLA	: Second Language Acquisition
TA	: Transactional Analysis
ZPD	: Zone of Proximal Development

Abstract

The present study explores the integration of Neuro Linguistic Programming (NLP) and Transactional Analysis (TA) into English Language Teaching (ELT) to enhance classroom interaction and communicative competence within the interactionist approach to second-language acquisition. Drawing upon Long's Interaction Hypothesis, Swain's Output Hypothesis, and Vygotsky's Sociocultural Theory, the research conceptualises interaction as the principal medium through which linguistic, cognitive, and affective development occur. It recognises that Indian tertiary classrooms remain exam-oriented and psychologically restrictive, limiting learner participation and communicative growth.

A review of empirical studies on classroom communication identified ten key interactional factors such as fear of mistakes, anxiety, self-consciousness, motivation, attitude, initiative, rapport, cultural inhibition, interaction patterns, and interaction blocks etc .that hinder participation. These insights guided the development of a validated Interaction Questionnaire and a CEFR-aligned English Proficiency Test assessing Listening, Speaking, Reading, and Writing (LSRW). NLP offered strategies such as anchoring, reframing, and sensory awareness to manage affective states, while TA provided constructs like ego states, strokes, and life positions to foster empathy and balanced communication.

Using a quasi-experimental mixed-method design, the study involved 150 undergraduates divided equally into NLP, TA, and Control groups over twenty-four weeks. Quantitative data from pre- and post-tests were analysed through descriptive statistical tools supported by qualitative reflections. Results showed significant improvements in interactional indices and LSRW proficiency except Writing especially for both experimental groups, with NLP > TA > Control in overall effectiveness. Correlation showed strong positive relationship between interactional development and communicative proficiency.

The findings show that psychological engagement, affective control, and supportive interaction greatly enhance language learning. The study proposes a psycho-interactional ELT model combining interactionist theory with affective-cognitive practice, providing a replicable framework for humanistic, evidence-based pedagogy. It recommends teacher training in NLP and TA, inclusion of affective components in communicative curricula, and policy recognition of emotional and social competencies as learning outcomes.

Keywords: English Language Teaching (ELT); English as a Second Language (ESL); Listening, Speaking, Reading and Writing (LSRW); Neuro Linguistic Programming (NLP); Transactional Analysis (TA); Classroom Interaction; Affective Pedagogy.

സംഗ്രഹം

ഈ ഗവേഷണം ഇംഗ്ലീഷ് ഒരു രണ്ടാം ഭാഷയായി പഠിക്കുന്നവരിൽ ക്ലാസ്സും ഇന്ററാക്ഷനിലൂടെ ആശയവിനിമയ ശേഷി വർദ്ധിപ്പിക്കുന്നതിൽ മനഃശാസ്ത്രപരമായ ചട്ടക്കൂടുകൾക്ക് ഉള്ള പങ്ക് പരിശോധിക്കുന്നു. ഇന്ത്യൻ ഉന്നത വിദ്യാഭ്യാസ സാഹചര്യത്തിൽ, ഭാഷാപഠനം പ്രധാനമായും പരീക്ഷാധിഷ്ഠിതമായി തുടരുമ്പോൾ, ഭയം, ഉത്കണ്ഠ, ആത്മബോധം, മോശം മനോഭാവം, പ്രചോദനക്കുറവ് തുടങ്ങിയ കാരണങ്ങളാൽ ആശയവിനിമയം തടസ്സപ്പെടുന്നുണ്ട്. ഈ വെല്ലുവിളികളെ അഭിമുഖീകരിക്കുന്നതിനായി, മനഃശാസ്ത്ര തത്വങ്ങളിൽ നിന്ന് ഉടലെടുത്ത ന്യൂറോ ലിംഗ്വിസ്റ്റിക് പ്രോഗ്രാമിംഗും (NLP) ട്രാൻസാക്ഷണൽ അനാലിസിസും (TA) ഇംഗ്ലീഷ് ഭാഷാധ്യാപന (ELT) രീതികളുമായി സമന്വയിപ്പിക്കാൻ ഈ പഠനം ശ്രമിക്കുന്നു; ഇവ രണ്ടും ക്ലാസ്സും ഇടപെടൽ രീതികളെ മാറ്റിമറിക്കാനും, പഠനസ്ഥലത്തെ ഒരു സഹകരണാത്മക ആശയവിനിമയ ഇടമാക്കി മാറ്റാനും കഴിവുള്ള പെഡഗോഗിക്കൽ ഉപകരണങ്ങളാണ്.

ക്ലാസ്സും ഇന്ററാക്ഷൻസ് ഉൾപ്പെട്ട ക്വാലിറ്റേറ്റീവ് പഠനങ്ങളുടെ ആഴത്തിലുള്ള അവലോകനത്തിലൂടെയാണ് ക്ലാസ്സും ഇന്ററാക്ഷനുമായി ബന്ധപ്പെട്ട പ്രശ്നങ്ങൾ തിരിച്ചറിഞ്ഞത്. ഇതിന്റെ അടിസ്ഥാനത്തിൽ പഠിതാവിന്റെ ക്ലാസ്സും പങ്കാളിത്തത്തെ ബാധിക്കുന്ന പ്രധാന മനഃശാസ്ത്രപരവും ആശയവിനിമയപരവുമായ പ്രതിബന്ധങ്ങൾ മനസ്സിലാക്കുന്നതിനായി ഒരു 'ഇന്ററാക്ഷൻ ചോദ്യാവലി' രൂപകൽപ്പന ചെയ്തു; ഞാനും വെല്ലുവിളികളെ അഭിമുഖീകരിക്കുന്നതിനും ക്ലാസ്സും ഇടപെടൽ വർദ്ധിപ്പിക്കുന്നതിനും NLP, TA എന്നിവയുടെ ഫലപ്രാപ്തി കൂടുതലായി പഠിക്കുകയും ചെയ്തു. ഇന്ററാക്ഷൻ ഹൈപ്പോതിസിസ് (Long), ഔട്ട്പുട്ട് ഹൈപ്പോതിസിസ് (Swain), സാമൂഹിക-സാംസ്കാരിക സിദ്ധാന്തം (Vygotsky) എന്നിവയിൽ അധിഷ്ഠിതമായ ഈ പഠനം ക്ലാസ്സും ഇന്ററാക്ഷൻ ഭാഷാ പഠനത്തിന്റെ കേന്ദ്ര സംവിധാനമായി കണക്കാക്കുന്നു; ആങ്കറിംഗ്, റീഫ്രെയിമിംഗ് തുടങ്ങിയ തന്ത്രങ്ങളിലൂടെ ആന്തരിക വൈകാരിക അവസ്ഥകൾ കൈകാര്യം ചെയ്യാൻ NLP സംഭാവന ചെയ്യുമ്പോൾ, TA ഈഗോ സ്റ്റേറ്റുകൾ, ലൈഫ് സ്ക്രിപ്റ്റുകൾ എന്നിവയിലൂടെ അധ്യാപക-പഠിതാവ് ആശയവിനിമയത്തിന്റെ രീതികളിൽ വ്യക്തമായി ഇടപെടുന്നു. ഇത് ക്രാഷന്റെ 'അഫക്ടീവ് ഫിൽട്ടർ' സിദ്ധാന്തവുമായും ബന്ധുരയുടെ 'സ്വയം-കാര്യക്ഷമത'

എന്ന ആശയവുമായും ബന്ധപ്പെട്ട് ഭാഷാപരവും മനഃശാസ്ത്രപരവുമായ ഡൊമെയ്നുകളെ ബന്ധിപ്പിക്കുന്നു.

150 ബിരുദ വിദ്യാർത്ഥികളെ ഉൾപ്പെടുത്തി NLP, TA, കൺട്രോൾ എന്നിങ്ങനെ മൂന്ന് ഗ്രൂപ്പുകളായി വിതരണം ചെയ്ത ക്യാസി-എക്സ്പെരിമെന്റൽ-സമ്മിശ്ര -രീതിശാസ്ത്ര രൂപകൽപ്പനയാണ് ഈ ഗവേഷണത്തിൽ അവലംബിച്ചിട്ടുള്ളത് ; ഒരു സ്ക്രക്ചേർഡ് ചോദ്യാവലി, CEFR-അധിഷ്ഠിത LSRW പ്രാവീണ്യ പരീക്ഷ, പങ്കാളിത്തപരമായ പ്രതികരണങ്ങൾ എന്നിവയിലൂടെ ഡാറ്റ ശേഖരിച്ചു. കൂടാതെ NLP, TA അടിസ്ഥാനമാക്കിയുള്ള പഠന സെഷനുകൾക്ക് വിധേയമായ പരീക്ഷണ ഗ്രൂപ്പുകൾക്ക് ശേഷം, ക്വാണ്ടിറ്റേറ്റീവ് ഡാറ്റ t-ടെസ്റ്റുകൾ, ANOVA എന്നിവ ഉപയോഗിച്ചും ഗുണാത്മകമായ പ്രതികരണങ്ങൾ തീമാറ്റിക് കോഡിംഗ് വഴിയും വിശകലനം ചെയ്തു. NLP, TA ഗ്രൂപ്പുകളിൽ നിയന്ത്രിത ഗ്രൂപ്പിനെ അപേക്ഷിച്ച് ഇടപെടൽ സൂചികകളിലും LSRW പ്രാവീണ്യത്തിലും ശ്രദ്ധേയമായ പുരോഗതി കണ്ടെത്തി; ഉത്കണ്ഠ കുറയുക, ഭയം ലഘൂകരിക്കുക, അധ്യാപകരുമായുള്ള മികച്ച ബന്ധം, വർദ്ധിച്ച സഹകരണ മനോഭാവം എന്നിവ ഗുണപരമായ തെളിവുകൾ സ്ഥിരീകരിച്ചു. മനഃശാസ്ത്രപരമായ ഇടപെടൽ ഭാഷാപരമായ പ്രകടനത്തെ മെച്ചപ്പെടുത്തുന്നുവെന്നും, വൈകാരിക അവബോധത്തിന്റെ പിന്തുണയുള്ള ഇടപെടൽ യഥാർത്ഥ പഠന മാധ്യമമായി മാറുന്നുവെന്നും പഠനം ഉപസംഹരിക്കുന്നു. ഈ ഗവേഷണം മനഃശാസ്ത്രപരമായ അറിവുള്ള ELT മേഖലയ്ക്ക് സംഭാവന നൽകുകയും വികാരം, ചിന്താശേഷി, സാമൂഹിക ബന്ധം എന്നിവയ്ക്ക് തുല്യ പ്രാധാന്യം നൽകുന്ന ഭാഷാധ്യാപനത്തിന്റെ ഒരു സംയോജിത മാതൃക മുന്നോട്ട് വെക്കുകയും ചെയ്യുന്നു; ഇത് സംവാദപരവും സാമൂഹിക-സാംസ്കാരികവുമായ കാഴ്ചപ്പാടുകൾക്ക് സൈദ്ധാന്തിക പ്രാധാന്യമുള്ളതും, അധ്യാപക പരിശീലനം, പാഠ്യപദ്ധതി രൂപകൽപ്പന, സുസ്ഥിര ഭാഷാപഠനം എന്നിവയ്ക്ക് പ്രായോഗിക പ്രസക്തിയുള്ളതുമാണ്.

സൂചകപദങ്ങൾ: ഇംഗ്ലീഷ് ഭാഷാ അധ്യാപനം(ELT), ഇംഗ്ലീഷ് രണ്ടാം ഭാഷ (ESL), ശ്രവണം, സംസാരം, വായന, എഴുത്ത് (LSRW), ന്യൂറോ-ലിംഗ്വിസ്റ്റിക് പ്രോഗ്രാമിംഗ് (NLP), ട്രാൻസാക്ഷണൽ വിശകലനം (TA)

Chapter One

Introduction

1.0 Background of the Study

The acquisition of a second language is increasingly acknowledged as a dynamic process that engages linguistic, cognitive, affective, and sociocultural domains. Within this complex framework, interaction emerges as a foundational concept in the field of Second Language Acquisition (SLA), serving as the medium through which these dimensions converge and influence language development (Ellis). It becomes more relevant in English Language Teaching (ELT), where the classroom often becomes the principal arena for language exposure, practice, and communicative application. In traditional ELT settings, pedagogies such as the grammar-translation method or structural drills historically prioritised accuracy over fluency and input over interaction. These approaches tended to downplay the communicative potential of language, favouring isolated linguistic forms over authentic discourse practices (Larsen-Freeman 29). However, the late twentieth century witnessed a notable epistemological shift towards interaction-centred pedagogies that conceptualise language learning as a socially situated, meaning-driven process.

This shift has been underpinned by a rich body of SLA theories that places social interaction at the core of language development. Notably, Michael Long's Interaction Hypothesis asserts that negotiation of meaning in communication facilitates language acquisition more effectively than input alone, emphasising

interaction as a means of making input comprehensible and output more accurate (Long 451). Merrill Swain's Output Hypothesis further adds that productive language use compels learners to reflect on and test their linguistic hypotheses, thereby accelerating internalisation (Swain 126). Susan Gass's Input-Interaction-Feedback Model integrates these strands into a cyclical framework where input, interaction, and corrective feedback operate in tandem to facilitate learning (Gass and Mackey 225). From a sociocultural perspective, Lev Vygotsky's theory of the Zone of Proximal Development (ZPD) provides an additional dimension by proposing that social interaction mediates cognitive growth. In this view, language learning is not merely an individual act of decoding symbols but a collaborative practice shaped through dialogue and scaffolded instruction (Vygotsky 86).

Collectively, these theories advocate for a learning environment where interaction is not an accessory to instruction but a central mechanism for linguistic and cognitive development. Interaction is conceptualised as a dynamic space where learners co-construct knowledge through clarification requests, negotiation, and responsive feedback (Pica 498). It also activates meta-cognitive functions, such as noticing linguistic gaps, reformulating output, and engaging in reflective processing (Schmidt 132). Within this framework, interaction fosters not only syntactic and semantic proficiency but also pragmatic competence and interpersonal sensitivity, all of which are essential for real-world communication.

In practical ELT classrooms, especially in ESL contexts within India, such interaction-driven methodologies have gained traction yet face several challenges in implementation. Learners often experience significant affective barriers such as

anxiety, fear of failure, and reduced self-confidence that inhibit spontaneous participation and communicative risk-taking (Krashen 32; Horwitz et al. 128). These affective filters reduce the efficacy of otherwise well-structured pedagogical practices by diminishing learners' willingness to communicate (MacIntyre et al. 547). Teachers, in turn, frequently lack the psychological training to decode and respond to these internal resistances in pedagogically productive ways. Therefore, while interaction is upheld as a theoretical ideal, its practical integration remains inconsistent and sometimes superficial.

To address this pedagogical gap, the incorporation of psychological models such as Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) offers valuable alternatives. Originally developed in therapeutic contexts, these models have been adapted to educational settings where emotional regulation, motivation, and interpersonal dynamics are recognised as integral to learning. NLP, developed by Richard Bandler and John Grinder, posits that internal cognitive representations, shaped through sensory modalities and linguistic structures, significantly influence communicative behaviours. It equips educators with techniques such as anchoring, reframing, and pacing to support learners in overcoming anxiety and restructuring limiting beliefs (Bandler and Grinder 12; Tosey and Mathison 39). By contrast, Eric Berne's Transactional Analysis provides a framework to analyse interpersonal transactions through its model of ego states namely, Parent, Adult, and Child. In classroom discourse, these ego states manifest in patterns of authority, submission, spontaneity, and critical reflection. TA thus enables educators to identify dysfunctional communicative patterns and to replace

them with constructive, adult-centred exchanges that facilitate learner autonomy and emotional engagement (Berne 15; Stewart and Joines 52).

Both NLP and TA represent a shift towards learner-centred, emotionally intelligent pedagogy, aligning well with constructivist theories that prioritise experiential learning and socio-affective dimensions of communication. They offer tools not only for understanding but also for transforming the psychological conditions under which language is acquired. These models move beyond traditional SLA frameworks by integrating emotional resilience, self-awareness, and rapport building into the mechanics of interaction. Recent empirical studies in Indian and global ELT contexts have demonstrated that psychological interventions grounded in NLP and TA can lead to improvements in classroom participation, LSRW performance, and learner motivation (Millroad 109; Derakhshan and Saeidi 112).

The current study is situated at the intersection of these theoretical and practical developments. It investigates whether the integration of NLP and TA techniques into ELT pedagogy can significantly enhance classroom interaction and, by extension, learners' communicative competence. This research is particularly situated within the Indian undergraduate ESL context, where linguistic heterogeneity, cultural expectations, and institutional constraints pose unique challenges to interaction-based learning. The study's premise is that by foregrounding interaction as a site of cognitive, linguistic, and affective convergence, educators can design more holistic and effective interventions that support language development not just as a skill set, but as a transformational process. In doing so, the research aims to contribute both to academic scholarship

and to practical pedagogy, offering a replicable framework for fostering interaction-rich, psychologically attuned ELT classrooms.

1.1 Relevance and Rationale

The academic and pedagogical relevance of the present study emerges from the intersection of empirical necessity, theoretical innovation, and institutional priority. The contemporary English Language Teaching (ELT) environment in India, particularly at the undergraduate level, has witnessed ongoing curricular reforms aimed at promoting communicative competence and learner-centred practices. Despite this progressive shift in policy discourse, practical classroom implementation of interactional methodologies remains inconsistent and frequently superficial (Kumaravadivelu 97). Teachers, constrained by examination-driven syllabi and traditional pedagogical paradigms, often continue to rely on didactic, monologic teaching styles. Consequently, the promise of interaction as a transformative pedagogical tool is yet to be fully realised in Indian ELT classrooms.

A second imperative for the current research lies in the less explored psychological dimensions of language learning. Affective filters such as anxiety, fear of making mistakes, low self-esteem, lack of motivation, and cultural reticence have been repeatedly identified as barriers to learner participation in second language contexts (Krashen 32; Horwitz et al. 128; MacIntyre et al. 547). These psychological inhibitors often negate the intended benefits of interactive teaching by limiting learners' willingness to speak, engage, or initiate communication. While these challenges have been acknowledged in SLA theory, there remains a paucity of pedagogical models that systematically integrate psychological insights into ELT

practice. Particularly in India, few studies have rigorously tested the impact of structured psychological interventions such as Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) on classroom interaction and communicative competence.

This research addresses that lacuna by developing and empirically validating a dual-framework pedagogy based on NLP and TA principles. Both models, though rooted in therapeutic traditions, have found increasing applicability in education, offering tools to diagnose and transform learners' internal cognitive maps and interpersonal patterns. NLP provides strategies for managing mental states, enhancing motivation, and aligning communication with learners' sensory and cognitive preferences (Tosey and Mathison 39). TA, on the other hand, offers a systemic approach to classroom discourse, focusing on ego-state awareness, transactional clarity, and psychological scripting (Stewart and Joines 45; Berne 15). When strategically employed, these approaches can address both the affective blocks and interpersonal dysfunctions that hinder communicative interaction in ELT settings.

For those reasons stated above, it can be said that the study is timely, and theoretically grounded. It seeks to bridge the gap between communicative pedagogy and learner psychology, offering a holistic framework for interactional enhancement in ELT. The development of such a framework, being tested within the undergraduate context, has the potential to significantly influence both research and practice in applied linguistics and language education.

1.2 Statement of the Problem

Although interaction has been established as a pivotal construct in Second Language Acquisition theory, its effective implementation in Indian ELT classrooms remains insufficient. Existing classroom environments are often characterised by teacher-fronted instruction, examination-oriented content delivery, and limited scope for authentic learner interaction. These factors are further compounded by psychological inhibitors such as fear of failure, low communicative confidence, performance anxiety, and deep-rooted beliefs about the difficulty or cultural incongruence of English as a second language (Almosa 96; MacIntyre et al. 549). These affective and socio-cultural elements, if left unaddressed, continue to impede the development of learners' communicative competence.

Despite the availability of theoretical models that emphasise the value of interaction such as Long's Interaction Hypothesis, Swain's Output Hypothesis, and Vygotsky's Sociocultural Theory, there is a distinct absence of empirically validated pedagogical frameworks that embed psychological principles into interactive language learning in Indian contexts. The few studies that have attempted to bridge this gap either lack methodological rigour or fail to integrate psychological frameworks with interactional pedagogy in a systematic manner. Consequently, the practical translation of interactionist SLA theory into classroom practice, particularly through interventions tailored to local socio-cultural realities, remains an unresolved problem.

Therefore, the research problem addressed in this thesis is the absence of a validated, contextually responsive, and psychologically integrated interactional

framework for English language teaching at the undergraduate level in India. The need is not merely for theoretical affirmation of interaction, but for a methodologically grounded approach that combines SLA principles with psychologically informed strategies namely, NLP and TA to effectively enhance learners' communication skills through classroom interaction.

1.3 Thesis Statement

This thesis investigates the efficacy of the psychologically inspired frameworks such as Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) to enhance communication skills in English by stimulating classroom interaction among undergraduate learners in Indian ELT context. By embedding these models within an interaction-focused English Language Teaching (ELT) paradigm, the research aims to evaluate their impact on learners' communicative competence, affective engagement, and interactional behaviours. The study operationalises this integration through empirical intervention, comparative analysis, and reflective inquiry, thereby offering a holistic framework for transformative pedagogical practice in ELT.

1.4 Objectives of the Study

The formulation of clear, measurable objectives is an essential foundation for any empirical investigation, particularly within the field of English Language Teaching (ELT), where linguistic, psychological, and pedagogical dimensions intersect. The present study, situated at the convergence of Second Language Acquisition (SLA), classroom interaction, and applied psychology, seeks to evaluate the role of Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA)

in enhancing English language communication among undergraduate learners in an Indian ELT context. These objectives have been formulated to align with theoretical advancements in second language acquisition and applied psychology, while maintaining empirical clarity and contextual relevance.

1.4.1 Primary Objectives

1. To examine the effectiveness of NLP techniques in enhancing classroom interaction and communicative competence in English.

These objectives address essential linguistic outcomes by assessing the influence of selected NLP strategies such as anchoring, reframing, and sensory-based representational systems. The focus is on how these techniques may mitigate affective barriers, support cognitive reorganisation, and foster meaningful interaction, thereby facilitating development in learners' communicative abilities.

2. To evaluate the impact of Transactional Analysis on interactional behaviour and communicative performance in English.

This objective explores the application of TA constructs such as ego states, transactional patterns, psychological strokes, and life scripts to classroom communication. The aim is to examine how these constructs affect learners' interpersonal behaviour and self-concept, and how such factors shape their participation in dialogic learning environments.

3. To evaluate the language proficiency outcomes among NLP, TA, and control groups.

The study adopts a comparative approach, measuring linguistic gains across three instructional conditions using pretest and posttest intervention testing. This objective seeks to identify the differential impact of the two psychological interventions relative to conventional instructional practices on learners' English language proficiency.

4. To determine the correlation between improved classroom interaction and language acquisition (LSRW skills) through NLP and TA interventions.

This objective seeks to explore whether interaction functions as a mediating factor between psychological intervention and language development. The analysis considers both behavioural indicators of classroom engagement and linguistic evidence of acquisition, thereby contributing to the theoretical discourse on the role of interaction in second language learning.

1.4.2 Secondary Objectives

5. To analyse learners' affective filters and interactional traits through the formulation and administration of an Interaction Questionnaire conducting rigorous research on interaction.

A structured psychometric instrument is employed to investigate learners' psychological orientations, including anxiety levels, motivational states, and communicative assertiveness. This objective aims to chart changes in these variables in response to the respective interventions.

6. To collect reflective feedback from learners on the NLP and TA interventions.

Learner reflections are gathered to provide qualitative insight into their experiences with the intervention programmes. These narratives are intended to complement the quantitative findings and offer interpretive depth, thereby enhancing the overall validity and richness of the analysis.

Together, these objectives establish a comprehensive framework for evaluating how psychologically informed instructional models may advance interaction-centred English language pedagogy. The study positions itself within the broader context of second language education in India, offering both theoretical contributions and practical strategies for improving communicative outcomes through affective and interactional engagement.

1.5 Scope and Delimitations

The scope of this study is carefully defined to ensure depth, manageability, and contextual relevance. It focuses on undergraduate learners of English as a Second Language (ESL) enrolled at EMEA College of Arts and Science, located in Kondotty, Kerala. The research specifically targets first-year students from four distinct academic disciplines such as B.A. English, B.Sc. Computer Science, B.Sc. Microbiology, and B.A. Economics, thereby ensuring disciplinary diversity while maintaining institutional coherence.

The central focus of the study is on two major domains of inquiry:

1. **The development of LSRW skills** as measurable indicators of language proficiency.
2. **Interactional traits** such as assertiveness, initiative, fear, attitude, collaborative spirit, responsiveness, motivation, and communicative engagement etc. are observed and assessed using a validated structured Interaction Questionnaire supported by qualitative questions for each category, asked by the researcher during the interventions.

The research adopts a quasi-experimental design involving three groups:

- Group A (NLP-based intervention)
- Group B (TA-based intervention)
- Group C (Control group following conventional instruction)

Each group comprises 50 students, and the interventions are conducted over a period of 24 instructional weeks. The use of mixed methods such as quantitative (language proficiency test and interactional scores) and qualitative (learner reflections) ensures a holistic analysis of the interventions' effects.

The **delimitations** of the study are as follows:

- The findings are context-specific and are not intended for universal generalisation across all ESL classrooms. They are best interpreted within similar sociocultural and institutional environments.

- The study is limited to LSRW skills and does not encompass other facets of language competence such as phonology, sociolinguistics, or discourse pragmatics.
- The interventions are designed for undergraduate learners; hence, implications for secondary, postgraduate, or professional learners may differ.
- While the psychological models of NLP and TA are employed in classroom pedagogy, the study does not attempt a clinical or therapeutic evaluation or validation of these frameworks.

Despite these limitations, the study makes a substantial contribution by empirically evaluating two underutilised yet theoretically promising psychological approaches within the domain of Indian ELT. The carefully defined scope enables a focused and rigorous analysis, while the delimitations provide transparency in the interpretation of findings.

1.6 Operational Definitions of Key Terms

For conceptual clarity and terminological precision, it is essential to define the key terms as they are operationalised within the context of this study. These definitions provide both the semantic framework and the analytical lens through which the research is structured.

1.6.1 Interaction

Interaction refers to the reciprocal and purposeful exchange of language between participants in a classroom setting, involving clarification requests,

comprehension checks, feedback mechanisms, turn-taking, and negotiation of meaning. It is conceptualised as a dynamic process that facilitates the internalisation of linguistic input and the externalisation of communicative intent. In the context of SLA, interaction is considered a catalyst for language development, providing learners with opportunities for output, corrective feedback, and scaffolded support (Long 451; Gass and Mackey 225).

1.6.2 Neuro-Linguistic Programming (NLP)

Neuro-Linguistic Programming is a psychological methodology that explores the relationship between neurological processes, language, and behavioural patterns learned through experience. It offers a set of tools and strategies designed to help individuals reshape their mental frameworks and enhance their communication efficacy. In language learning contexts, NLP techniques such as anchoring, reframing, pacing, and utilisation of sensory representational systems are applied to address anxiety, enhance focus, and improve learner motivation and performance (Bandler and Grinder 12; Tosey and Mathison 296).

1.6.3 Transactional Analysis (TA)

Transactional Analysis is a psycho-communicative theory developed by Eric Berne that examines interpersonal transactions based on the analysis of ego states namely Parent, Adult, and Child. It provides a framework to decode classroom interactions and to understand how communication patterns affect learning. TA enables educators to identify dysfunctional communicative behaviours and to replace them with constructive interactions that promote psychological well-being and learner autonomy (Berne 15; Stewart and Joines 53).

1.6.4 LSRW Skills

LSRW represents the four fundamental macro-skills involved in language acquisition: Listening, Speaking, Reading, and Writing. These skills constitute the core dimensions of communicative competence in ELT. This study measures proficiency in LSRW through diagnostic tests, observational rubrics, and learner performance data, examining how pedagogical interventions affect each domain individually and collectively (Richards and Rodgers 67).

1.6.5 Affective Filter

The affective filter is a metaphorical construct proposed by Stephen Krashen, representing the emotional and psychological barriers that impede second language acquisition. Factors such as anxiety, low self-confidence, and lack of motivation can raise this filter, thereby reducing the learner's receptivity to linguistic input and participation in communicative tasks. Lowering the affective filter is deemed essential for optimal language acquisition (Krashen 32; Dörnyei 78).

These definitions are central to both the theoretical framework and the empirical methodology of the study. By clarifying how each term functions within the research design, the study ensures coherence, interpretive validity, and replicability.

1.7 Significance of the Study

The present research holds considerable significance for the evolving landscape of English Language Teaching, particularly in ESL contexts marked by linguistic diversity, psychological complexity, and pedagogical inertia. While

existing scholarship has long emphasised the role of interaction in second language acquisition, the intersection of interactional pedagogy with applied psychology remains underexplored in Indian educational settings. This study addresses this gap by empirically evaluating the integration of Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) into classroom interaction strategies, thereby contributing to a richer understanding of communication as both a pedagogical and psychological phenomenon.

One of the primary contributions of this research lies in its development of a replicable intervention framework. By designing and administering NLP and TA-based modules across three groups, the study generates empirical data that validate the theoretical assumptions underlying these psychological models. The use of pretest and posttest comparisons, combined with qualitative reflections, ensures that findings are not only statistically significant but also pedagogically meaningful. This multi-layered evaluation enriches the field of ELT by providing evidence-based strategies that support learner development in holistic ways.

Likewise, the research contributes to a paradigm shift in the way classroom communication is conceptualised. Traditional models often view language teaching as a linear process of knowledge transmission, wherein the teacher delivers content and the learner passively receives it. This study challenges such models by advocating an interactional approach informed by cognitive engagement and emotional intelligence. By doing so, it aligns with constructivist theories that view learning as a socially mediated process, and with SLA theories that reinforces the critical role of negotiation of meaning, feedback, and output in language acquisition.

In addition to its theoretical and pedagogical contributions, the study holds significant practical implications. For educators, it offers a toolkit of strategies to enhance classroom participation, address learner anxiety, and foster communicative competence. In advancing a nuanced, evidence-based approach to classroom communication, this study contributes meaningfully to both academic discourse and educational practice.

1.8 Theoretical Framework

The theoretical architecture of this research is deliberately interdisciplinary, drawing from key constructs in Second Language Acquisition (SLA), cognitive psychology, educational theory, and applied linguistics. It brings together seven interrelated models that collectively articulate how linguistic development, cognitive engagement, and emotional regulation converge in the context of classroom interaction. These theories provide both explanatory power and analytical tools to examine the multidimensional phenomenon of language learning as mediated through interaction.

1.8.1 Long's Interaction Hypothesis

Proposed by Michael Long, the Interaction Hypothesis posits that second language acquisition is significantly facilitated through interactional exchanges, particularly those involving negotiation of meaning and feedback. Through conversational modifications such as clarification requests and confirmation checks, learners receive comprehensible input that is tailored to their level of proficiency (Long 451). This theory underpins the centrality of interactive discourse in the current study.

1.8.2 Swain's Output Hypothesis

Merrill Swain's Output Hypothesis complements the interactional model by asserting that language production is essential for acquisition. It argues that output compels learners to process language more deeply, test hypotheses about form, and develop greater syntactic and semantic accuracy. Output thus becomes a mechanism for language development, particularly when learners encounter difficulties in expressing meaning and are required to reformulate their utterances (Swain 125).

1.8.3 Vygotsky's Sociocultural Theory and Zone of Proximal Development (ZPD)

Lev Vygotsky's Sociocultural Theory conceptualises learning as a socially mediated process. His notion of the Zone of Proximal Development (ZPD) refers to the distance between a learner's current competence and their potential development with appropriate guidance. In ELT contexts, this implies that classroom interaction, especially scaffolded peer and teacher support, can drive learners beyond their independent capabilities, fostering internalisation and transformation of linguistic knowledge (Vygotsky 86).

1.8.4 Krashen's Affective Filter Hypothesis

Stephen Krashen's Affective Filter Hypothesis emphasises the role of emotional variables in language acquisition. Anxiety, low motivation, and poor self-image act as affective filters that block the intake of comprehensible input. Conversely, when these filters are lowered through psychologically responsive pedagogy, learners become more receptive and participatory (Krashen 32). This

theory informs the integration of psychological strategies in the study's intervention modules.

1.8.5 Bandura's Social Cognitive Theory

Albert Bandura's theory provides the behavioural foundation for understanding self-regulation, motivation, and reciprocal determinism in the learning process. Concepts such as self-efficacy and observational learning are particularly relevant, as learners' belief in their own communicative ability significantly influences their engagement in interactive tasks (Bandura 25). The inclusion of reflection, modelling, and feedback mechanisms in the study draws directly from this framework.

1.8.6 Bandler and Grinder's Neuro-Linguistic Programming (NLP) Model

Developed by Richard Bandler and John Grinder, NLP posits that cognitive processes shape external behaviour, and that by altering internal mental representations, individuals can modify their communicative outcomes. Techniques such as anchoring, pacing, sensory acuity, and reframing are used to manage affective states and enhance learner engagement (Bandler and Grinder 12). NLP provides the theoretical basis for one of the experimental conditions in the study.

1.8.7 Berne's Transactional Analysis (TA) Theory

Eric Berne's Transactional Analysis theory explores interpersonal communication through the lens of ego states such as Parent, Adult, and Child. It identifies patterns of interaction, known as transactions, and emphasises the importance of recognising and correcting dysfunctional communicative behaviours.

In classroom settings, TA aids teachers and learners in fostering balanced, adult-level interactions that enhance psychological safety and promote authentic engagement (Berne 15).

These theoretical models collectively underpin the study's design, intervention strategies, and analytical interpretations. Their integration supports a holistic examination of how linguistic proficiency, cognitive participation, and emotional well-being intersect to influence communicative competence in ELT classrooms.

1.9 Methodological Framework

The study adopts a quasi-experimental research design that combines quantitative rigour with qualitative depth. This mixed-methods approach is chosen to capture both the measurable effects and the nuanced experiences arising from the intervention, thereby ensuring triangulation and interpretive validity.

A stratified purposive sample of 150 undergraduate students from EMEA College of Arts and Science, Kerala, was selected. The participants were distributed into three distinct groups:

- **Group A (NLP intervention):** Received instruction based on Neuro-Linguistic Programming strategies.
- **Group B (TA intervention):** Engaged in classroom activities framed by Transactional Analysis principles.
- **Group C (Control group):** Followed standard communicative ELT practices without psychological interventions.

Prior to the intervention, all groups underwent a diagnostic pretest aligned with the Common European Framework of Reference for Languages (CEFR) to assess baseline proficiency across the LSRW domains. Following a 24-week instructional period, a posttest was administered to measure learning gains. In parallel, participants completed a validated Interaction Questionnaire, designed to assess interactional traits such as assertiveness, responsiveness, and communicative risk-taking.

Quantitative data were analysed using paired-sample t-tests to assess within-group differences and ANOVA to determine between-group variations. The statistical tests evaluated changes in LSRW proficiency and interactional indices. Additionally, learners from the experimental groups were invited to provide written reflections on their classroom experiences. These qualitative data were subjected to thematic coding, allowing for the identification of recurrent affective and behavioural patterns related to the intervention.

This multi-layered methodology ensures that the research captures not only the cognitive and linguistic outcomes of the intervention but also its emotional and psychological impact. By doing so, the study aligns with methodological transparency, academic rigour, and interdisciplinary breadth.

1.10 Organisation of the Thesis

The structure of this thesis follows a logical progression that mirrors the evolution of the research inquiry from theoretical grounding to empirical analysis and pedagogical reflection. Each chapter is designed to build upon the preceding one, creating a coherent and cumulative research narrative.

Chapter One establishes the intellectual foundation of the study. It introduces the background, relevance, and research problem, outlines the objectives, and presents the theoretical and methodological frameworks. It also clarifies the scope, delimitations, and significance of the research, situating it within the broader landscape of English Language Teaching in India and the global discourse on interaction-based pedagogy.

Chapter Two reviews the theoretical and empirical literature on interaction in Second Language Acquisition (SLA). It synthesises key perspectives, including the Interaction Hypothesis, Output Hypothesis, Sociocultural Theory, and Input-Interaction-Feedback Model, and examines how these theories inform communicative and learner-centred practices in ELT. The chapter also details the formulation of the structured Interaction Questionnaire, an analytical tool developed to evaluate affective and interactional traits among learners which was also supported by qualitative questions for each category, asked by the researcher during the interventions. It has detailed the major empirical studies that support interaction in ELT classroom and also the supportive studies to design each category of the research tool, interaction questionnaire.

Chapter Three analyses the theoretical foundations, cognitive principles, and pedagogical applications of Neuro-Linguistic Programming (NLP) in language education. It explores how NLP techniques such as anchoring, reframing, and sensory-based representation etc. can enhance motivation, self-efficacy, and classroom engagement, thereby bridging the gap between psychological conditioning and communicative learning. It details major empirical studies related

to Neuro-Linguistic Programming (NLP) in English Language Teaching (ELT) contexts, as well as various interaction categories formulated to assess multiple dimensions of classroom interaction in this research. It also includes scholarly criticisms directed against NLP.

Chapter Four focuses on Transactional Analysis (TA) and its role in shaping classroom communication and interpersonal dynamics. It discusses the relevance of ego states, life scripts, and transactional patterns to teacher-learner interactions. It presents key empirical studies on Transactional Analysis (TA) in ELT contexts and outlines the interaction categories developed to evaluate multiple dimensions of interaction in this study. It also addresses critical perspectives on TA.

Chapter Five outlines the research design and methodology. It details the quasi-experimental framework adopted for the study, including participant selection, data collection procedures, intervention modules, and the tools employed for quantitative and qualitative analysis. This chapter ensures methodological transparency and validates the study's empirical reliability and ethical integrity.

Chapter Six presents the data analysis and interpretation of results. It details the pretest and posttest-assessment of the Interaction Questionnaire and English proficiency tests conducted following the intervention of Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA). It details how NLP and TA interventions influence communicative competence, motivation, and interactional behaviour.

Chapter Seven consolidates the findings and reflects upon their pedagogical, theoretical, and policy implications. It emphasises the emergence of psychologically

integrated, interaction-centred paradigm for English language pedagogy and offers practical recommendations for teachers, curriculum developers, and researchers. The chapter concludes by identifying the limitations of the study and proposing directions for future research in the interdisciplinary space of language, psychology and education.

1.11 Conclusion

This introduction chapter has attempted to establish the scholarly foundations and empirical imperatives of this study. It has defined the research scope, articulated the problem, and aligned its theoretical and methodological premises with contemporary developments in SLA and educational psychology. The integration of NLP and TA within interaction-focused ELT practices represents a significant advancement in addressing both linguistic and affective dimensions of language learning. The following chapters elaborate these premises with various theoretical aspects and empirical validation.

Chapter Two

Interaction and SLA: Theoretical Perspectives, Empirical Studies, and Formulation of Research Questionnaire

2.0 Introduction

Second language acquisition (SLA) is best understood as a multifaceted phenomenon, engaging not only the linguistic system but also the cognitive, affective, and sociocultural dimensions of the learner's experience. At the heart of this process lies interaction, which functions simultaneously as the environment in which language unfolds and as the primary means through which learners negotiate meaning, internalise linguistic forms, and progressively develop communicative competence. As Swain emphasises, it is not merely the input one receives but the meaningful use of language through negotiation, clarification, and feedback that fosters linguistic development (Swain 171). Similarly, Long asserts that it is within interactive exchanges that learners receive modified input and engage in negotiation of meaning, which is vital for interlanguage development (Long 451). In alignment with sociocultural theory, Vygotsky's concept of the Zone of Proximal Development (ZPD) further reinforces that social interaction acts as a conduit for cognitive advancement in language acquisition (Vygotsky 86).

This chapter explores interaction in SLA with a comprehensive theoretical framework, underscoring its foundational importance in classroom communication. The objective is threefold. Firstly, the chapter seeks to frame SLA interaction theoretically by anchoring it in seminal theories and models such as Long's

Interaction Hypothesis, Swain's Output Hypothesis, Gass's Input-Interaction Framework, and Vygotsky's Sociocultural Theory. These perspectives collectively highlight interaction as a catalyst for learning and provide a scaffolding mechanism through which L2 development can occur (Gass and Mackey 225; Lantolf and Thorne 19).

Secondly, this chapter presents a detailed account of empirical studies on interaction, examining its multiple dimensions within the classroom context, with particular emphasis on its role in second language acquisition.

Thirdly, this chapter introduces and contextualises the Interaction Questionnaire, an evaluative instrument developed to systematically explore learner interaction within the English language classroom. The questionnaire comprises ten distinct categories: interaction patterns in the classroom, fear of making mistakes, rapport with teachers, initiative in communication, self-consciousness while speaking, foreign language anxiety, interactional blocks, student attitudes, lack of motivation, and cultural and religious conflict. Each category is grounded in extensive empirical research and is underpinned by established theoretical models in second language acquisition, educational psychology, and applied linguistics.

The construction of this questionnaire is not arbitrary but rather the outcome of a rigorous process of thematic analysis and scholarly validation. Drawing upon seminal theories such as the Interaction Hypothesis (Long), the Affective Filter Hypothesis (Krashen), the Willingness to Communicate model (MacIntyre et al), and Humanistic Education (Rogers). The ten categories encapsulate key cognitive, affective, and sociocultural variables that influence classroom discourse. Each item

within these categories has been selected to reflect core constructs validated by existing literature, with support from contemporary studies on classroom dynamics, learner psychology, motivation theory, and language ideology.

As such, the Interaction Questionnaire serves not merely as a tool for data collection but also as a robust analytical lens through which to interpret learner behaviour and interactional tendencies. It offers a nuanced understanding of the multifaceted realities of second language classrooms and provides a basis for evidence-informed pedagogical intervention. The integration of theoretical rigour with context-sensitive design ensures that this instrument captures both the observable and the latent dimensions of learner interaction. In doing so, it supports the broader objectives of this thesis: to critically examine classroom interaction and to propose empirically grounded strategies for enhancing communicative competence in English as a second language settings.

To make it precise, this chapter is organised around three interrelated components.

1. It situates interaction within the broader theoretical landscape of second language acquisition, thereby providing an epistemological foundation for understanding its centrality in language learning.
2. It surveys the empirical literature that documents how interaction operates within classroom contexts, highlighting its practical significance for second language development.
3. It introduces instructional frameworks that translate these theoretical and empirical insights into pedagogical practice, with the Interaction

Questionnaire serving as a structured tool for analysing and optimising classroom interaction.

Together, these components verify the primacy of interaction in both SLA research and pedagogy. By integrating theoretical exposition, empirical evidence, and practical application, the chapter advances a coherent and comprehensive framework for examining classroom interaction and for proposing pedagogical strategies that enhance communicative competence in second language settings.

2.1 Types and Dynamics of Classroom Interaction

In English as a Second Language (ESL) settings, interaction within the classroom represents a central mechanism for linguistic, cognitive, and sociocultural development. The dynamics of classroom interaction encompass various communicative configurations that scaffold language acquisition, enhance learner autonomy, and mediate identity construction. This section explores the principal types of classroom interaction, supported by contemporary scholarly literature and pedagogical research. It elaborates on teacher-learner, learner-learner, and group interactions, as well as less structured forms such as incidental and non-verbal interactions. These interaction types are not mutually exclusive; rather, they function in pedagogical synergy, influencing learner participation and language output.

2.1.1 Teacher-Learner Interaction

Teacher-learner interaction remains the most dominant and structurally defined form in most ESL classrooms. In this mode, the teacher typically initiates communication, either by posing questions, offering instructions, or providing corrective feedback. The traditional Initiation-Response-Feedback (IRF) model has

long structured these exchanges, whereby the teacher's role is primarily directive. Sinclair and Coulthard originally identified the IRF pattern in 1975, noting its prevalence in British classrooms (Sinclair and Coulthard 26). Although this model has been critiqued for limiting learner agency, it continues to play a formative role in scaffolding and assessment contexts.

More recent research supports the pedagogical value of interactional modifications within teacher-learner exchanges. Studies such as those by Rod Ellis and Natsuko Shintani reveal that negotiation of meaning, recasting, and elicitation techniques can stimulate cognitive processing and promote interlanguage development (Ellis and Shintani 78). In particular, modified input characterised by slower speech, repetition, and simplified syntax enhances comprehensibility for learners, especially those in low-intermediate proficiency bands. Furthermore, interactional feedback, including prompts and clarification requests, has been found to trigger learner repair, a key process in language internalisation (Gass and Mackey 228).

2.1.2 Learner-Learner Interaction (Peer Interaction)

Learner-learner interaction is increasingly recognised for its role in promoting fluency, autonomy, and affective engagement. Unlike teacher-centred interaction, peer discourse typically permits greater symmetry and negotiation space. Long's Interaction Hypothesis foregrounds the importance of such reciprocal engagement, emphasising that peer exchanges can lead to pushed output and increased noticing of linguistic form (Long 452). In communicative tasks, learners

are often compelled to clarify intent, reformulate incorrect utterances, and seek mutual comprehension, all of these contribute to interlanguage restructuring.

Empirical studies affirm these theoretical claims. For example, Sato and Ballinger have shown that structured peer interaction improves grammatical complexity and vocabulary range, particularly when implemented through tasks involving information gaps or problem-solving (Sato and Ballinger 92). More importantly, peer interaction supports socio-affective development by reducing anxiety and increasing participation, especially among introverted learners. The egalitarian nature of learner-learner interaction makes it a potent strategy for promoting engagement in multilingual and mixed-proficiency classrooms.

2.1.3 Group Work and Small Group Interaction

Small group interaction introduces a collaborative dimension to ESL learning, enabling learners to co-construct knowledge in low-stakes, participatory environments. When groups are purposefully composed and tasks are cognitively demanding, interactional output becomes a vehicle for both language development and critical thinking. David W. Johnson and Roger T. Johnson discuss in their work on cooperative learning theory attests to the pedagogical advantages of group interaction, particularly in fostering positive interdependence and individual accountability (Johnson and Johnson 200).

Vygotsky's concept of the Zone of Proximal Development (ZPD) is frequently invoked to justify group interaction in SLA contexts. Through peer mediation, learners can access forms of language that exceed their independent capacity, thereby accelerating acquisition. Research by Swain and Lapkin indicates

that group tasks encourage metatalk, prompting learners to engage and construct meaning, which in turn leads to deeper linguistic processing (Swain and Lapkin 326). However, effective group interaction requires scaffolding and clear task design; otherwise, it risks degenerating into off-task talk or L1 dependence.

2.1.4 Whole-Class Interaction

Whole-class interaction, often orchestrated by the teacher, facilitates collective meaning-making and shared learning experiences. In high-participation classrooms, it can create a sense of academic community and inclusivity. Walsh identifies the importance of interactional space within whole-class discourse, suggesting that effective turn-taking and teacher responsiveness are essential to ensure that all learners benefit from shared input and output opportunities (Walsh 87). However, if mismanaged, whole-class interaction can reinforce participation asymmetries, where dominant voices overshadow quieter learners.

The use of Socratic questioning, dialogic teaching, and guided discussion during whole-class interaction has been positively correlated with critical language awareness and pragmatic competence (Alexander 105). Therefore, while this mode may appear teacher-dominated, strategic facilitation can transform it into a dialogic space for collaborative learning.

2.1.5 Incidental and Non-Verbal Interaction

Beyond formalised discourse patterns, incidental and non-verbal interaction also play crucial roles in shaping the language learning environment. Incidental interactions occur spontaneously, often during transitions or informal exchanges. Although unscripted, they provide authentic contexts for language use and

interpersonal bonding. Non-verbal interaction, including gestures, eye contact, and spatial orientation, complements verbal input and often serves as a scaffold for comprehension. Studies by Hall and Verplaetse illustrate the multimodal nature of classroom communication, where affective and cognitive cues are conveyed through bodily interaction (Hall and Verplaetse 159).

In ESL contexts where learners share limited linguistic proficiency, non-verbal cues can mediate understanding and mitigate communicative breakdown. Teachers' use of gestures, facial expressions, and proxemics have been shown to enhance clarity, especially in instruction-heavy segments of the lesson (Sime 237). These forms of interaction, though often overlooked, are critical in establishing rapport and maintaining engagement.

Classroom interaction, in its many forms, constitutes the pedagogical heartbeat of the ESL classroom. Each type, whether teacher-led, peer-based, group-oriented, or incidental, offers distinct affordances and constraints. An effective instructional design integrates multiple interactional formats, calibrated to learners' needs, linguistic competencies, and cultural backgrounds. This section has highlighted the pedagogical potential of varied interaction types and affirmed their centrality to communicative competence and language development. Informed by a wealth of empirical and theoretical research, the typology of classroom interaction provides a robust framework for designing inclusive, dynamic, and effective English language instruction.

2.2 Theories of Second Language Acquisition

The study of Second Language Acquisition (SLA) is deeply rooted in theoretical frameworks that have evolved over time to explain the intricate processes involved in learning an additional language beyond the first. Theories of SLA aim to identify the underlying mechanisms, cognitive patterns, environmental stimuli, and sociocultural influences that guide language development in both formal and informal contexts. These frameworks not only inform academic inquiry but also shape pedagogical approaches in English Language Teaching (ELT), particularly in designing effective classroom strategies. This section explores four major theoretical perspectives: the Universal Grammar Hypothesis, the Behaviourist Theory, the Cognitive Theory, and the Interactionist Approach, offering a comprehensive understanding of the foundational paradigms that continue to influence SLA research and practice.

2.2.1 The Universal Grammar Perspective

Noam Chomsky's theory of Universal Grammar (UG) has been a pivotal development in modern linguistics. It posits that human beings possess an innate linguistic capacity that enables the acquisition of any language, irrespective of environmental variation. UG suggests that all languages share common underlying principles, while parameters account for specific linguistic differences (Chomsky 172). According to Lightbown and Spada, this inborn linguistic framework allows children to acquire complex grammatical systems despite limited input, a concept known as the "poverty of the stimulus" argument (Lightbown and Spada 35).

In the context of SLA, the relevance of UG has sparked considerable debate. While first language acquisition appears to proceed uniformly across cultures and contexts, second language acquisition exhibits greater variability. Cook distinguishes between two access models to UG in SLA: the Direct Access Model, where UG is fully accessible to the learner, and the Indirect Access Model, where UG is mediated through the first language (Cook 228). White supports the Indirect Access Model, arguing that L2 learners rely heavily on L1-modified principles of UG and often require explicit instruction to overcome structural mismatches (White 103).

Despite its explanatory strength, UG has been criticised for its abstract nature and its limited engagement with environmental and social factors. Nevertheless, its influence persists in contemporary SLA theory, particularly in syntax-focused research and in studies examining error patterns in learner interlanguage systems.

2.2.2 The Behaviourist Theory

The behaviourist theory, dominant from the 1940s to the 1970s, conceptualises language learning as a process of habit formation, driven by imitation, reinforcement, and conditioning. Rooted in the works of B. F. Skinner, behaviourism emphasises the role of external stimuli and environmental feedback in shaping linguistic behaviour (Skinner 31). In this model, learners acquire language through repeated exposure to linguistic forms, memorisation, and corrective feedback, leading to the formation of habits.

Within SLA, behaviourist principles were operationalised in methodologies such as the Audio-Lingual Method (ALM) and Total Physical Response (TPR), where language learning is sequenced through listening and speaking exercises

followed by reading and writing (Richards and Rodgers 91). However, Chomsky's critique of behaviourism, especially its failure to account for novel utterances and internal mental processes, marked a paradigm shift towards more cognitive and generative models (Chomsky 35).

Though behaviourism is no longer a dominant paradigm in SLA, its instructional strategies remain influential in drill-based learning and pronunciation training, particularly in the early stages of language instruction or with learners who benefit from repetitive input.

2.2.3 The Cognitive Theory

The cognitive theory of SLA views language acquisition as a form of general learning, involving mental processes such as attention, memory, and problem-solving. It rejects the notion of language-specific modules and instead posits that the acquisition of linguistic competence is a by-product of general cognitive development (Myles 200). Central to this theory is the Information Processing Model proposed by Anderson, which differentiates between declarative knowledge (what learners know) and procedural knowledge (how learners use it) (Anderson 96).

McLaughlin's model of information processing argues that language learning begins with controlled processes that gradually become automatic through practice and repeated exposure (McLaughlin 114). Connectionist models further this perspective by proposing that language acquisition occurs through pattern recognition and the strengthening of neural connections in response to input (Rumelhart and McClelland 186).

The cognitive perspective has significant pedagogical implications. It underlines the importance of meaningful practice, attention to form, and the scaffolding of complex linguistic structures. It also aligns closely with communicative language teaching, task-based learning, and metacognitive strategy instruction, all of which foster the automation of language use.

2.2.4 The Interactionist Approach

The interactionist approach integrates elements of input, output, and feedback in understanding how language is acquired through communicative engagement. Michael Long's Interaction Hypothesis posits that modified interaction, especially in the form of negotiation of meaning and recasts, facilitates comprehensible input and promotes language acquisition (Long 259). Swain's Output Hypothesis complements this by emphasising the cognitive benefits of language production, including hypothesis testing and metalinguistic reflection (Swain 128).

Vygotsky's Sociocultural Theory, a cornerstone of the interactionist paradigm, introduces the concept of the Zone of Proximal Development (ZPD), wherein learners achieve linguistic development through guided interaction with more knowledgeable interlocutors (Vygotsky 86). Lantolf and Thorne further expand this notion, asserting that internalisation of language occurs through collaborative dialogue and social mediation (Lantolf and Thorne 19).

The interactionist model explains the importance of classroom discourse, peer collaboration, and teacher scaffolding. It suggests that effective second language learning occurs in environments that promote meaningful interaction,

feedback, and reflection. The role of corrective feedback, scaffolding, and negotiation of meaning in classroom interaction becomes critical under this model, especially in contexts where communicative competence is prioritised.

2.3 Interaction in SLA: Theories and Approaches

2.3.1 Key Theories

Second Language Acquisition (SLA) has long been a focal point of linguistic inquiry, with a significant shift in recent decades towards recognising the pivotal role of interaction in facilitating language learning. Interaction in this context refers to the dynamic and reciprocal communication exchanges that occur between interlocutors and involve negotiation, feedback, and meaning construction. These interactive processes are foundational to the development of communicative competence and the internalisation of linguistic structures. The following theoretical constructs provide a historical and conceptual basis for understanding interaction in SLA.

2.3.1.1 Long's Interaction Hypothesis (1983)

Michael Long's Interaction Hypothesis marks a critical shift in SLA research by asserting that modified interaction promotes language acquisition more effectively than input alone. The hypothesis proposes that conversational interaction that includes negotiation of meaning and modified output facilitates comprehensible input, which is essential for language development (Long 451). According to Long, opportunities for learners to clarify misunderstandings or signal a lack of comprehension during communication lead to the restructuring of interlanguage. This form of interaction allows learners to receive input at the $i+1$ level, aligned

with Krashen's Input Hypothesis, while actively engaging with the language (Long 457).

Interaction is therefore conceptualised not as peripheral but as central to acquisition. It functions as a vehicle through which learners test hypotheses, receive corrective feedback, and refine their linguistic output. Empirical studies have supported Long's theory, showing that interactive tasks produce greater syntactic complexity and uptake compared to non-interactive ones (Pica et al. 65). As classroom discourse increasingly adopts communicative and task-based pedagogies, Long's hypothesis remains highly relevant.

2.3.1.2 Swain's Output Hypothesis (1995)

In contrast to the focus on input, Merrill Swain's Output Hypothesis delineates the importance of language production. Swain argues that comprehensible output compels learners to process language syntactically and semantically, thereby pushing them beyond their current level of competence (Swain 126). Language production, according to this hypothesis, plays three essential roles that it enhances fluency through practice (the fluency function), enables hypothesis testing about language structure (the hypothesis-testing function), and elicits metalinguistic reflection (the metalinguistic function) (Swain 128).

Swain developed her hypothesis in response to research on Canadian immersion programmes where students, despite extensive exposure to comprehensible input, exhibited limited syntactic development. She posited that without opportunities to produce language, learners might not notice gaps in their linguistic knowledge (Swain 134). Therefore, classroom tasks that involve

collaborative dialogue, written output, and peer feedback are pedagogically significant in promoting output-focused interaction.

2.3.1.3 Gass's Expanded Input-Interaction Framework (1997)

Susan Gass builds on both Long and Swain by articulating a more comprehensive model that integrates input, interaction, feedback, and learner-internal processes. Her framework describes interaction as a cyclical process that begins with input, followed by negotiation, feedback, and internal processing, culminating in modified output (Gass 222). This model considers both psycholinguistic mechanisms and social contexts, arguing that interaction serves as a trigger for noticing, which is a prerequisite for language acquisition.

Gass's model acknowledges that learners do not passively receive input; rather, they actively attend to and manipulate linguistic forms during communication. Notably, her work, often in collaboration with Mackey, demonstrates that interaction involving confirmation checks, clarification requests, and recasts significantly influences interlanguage development (Gass and Mackey 226). Hence, Gass's contribution lies in framing interaction as a locus where multiple processes such as cognitive and social converge to facilitate learning.

2.3.1.4 Vygotsky's Sociocultural Theory and the Zone of Proximal Development (1978)

Lev Vygotsky's Sociocultural Theory, though not originally developed for SLA, has been instrumental in shaping interactionist approaches. Central to this theory is the Zone of Proximal Development (ZPD), which represents the distance between what a learner can achieve independently and what they can achieve with

guidance from a more knowledgeable other (Vygotsky 86). Learning is mediated through interaction with tools, artefacts, and people in the learner's environment.

In the SLA context, the ZPD provides a framework for understanding scaffolding, wherein teachers and peers support learners through guided participation in communicative tasks (Lantolf and Thorne 19). Language becomes both the object and the medium of learning, enabling learners to internalise new linguistic structures through social interaction. Studies grounded in sociocultural theory have shown that collaborative dialogue, wherein learners co-construct knowledge, leads to higher levels of language performance (Donato 45). The implications for classroom instruction are significant, advocating for dialogic pedagogies and student-centred learning environments.

2.3.1.4.1 Negotiation of Meaning, Scaffolding, and Corrective Feedback

Negotiation of meaning is defined as the interactive process wherein speakers work to resolve communication breakdowns by modifying or reformulating their utterances (Pica 498). It typically involves clarification requests, repetition, confirmation checks, and elaborations. Such negotiation not only fosters comprehensible input but also creates opportunities for learners to focus on form while engaged in meaningful communication.

Scaffolding, a term derived from Bruner's interpretation of Vygotsky, refers to the temporary support provided to learners as they develop new skills. In language learning, this often takes the form of modelled speech, prompting, or linguistic reformulations provided by teachers or peers (Wood, Bruner, and Ross

90). Effective scaffolding adjusts to the learner's current level and gradually diminishes as competence increases.

Corrective feedback, particularly when it is interactive and contingent, plays a crucial role in facilitating language development. Lyster and Ranta categorise corrective feedback into six types, including explicit correction, recasts, elicitation, repetition, metalinguistic cues, and clarification requests (Lyster and Ranta 43). Empirical research indicates that form-focused interaction, especially through recasts and clarification requests, leads to increased accuracy in learners' subsequent language use (Russell and Spada 134).

Taken together, these foundational concepts articulate a coherent picture of how interaction operates as both a cognitive catalyst and sociocultural practice in second language acquisition. Through interaction, learners access comprehensible input, receive feedback, produce output, and internalise new linguistic forms. As the thesis advances, these theoretical constructs will be systematically aligned with empirical findings and integrated into the analytical frameworks employed in subsequent chapters.

2.4 Approaches to Interaction in SLA

The diverse approaches to interaction in Second Language Acquisition (SLA) illustrate the integral role of communicative exchange in fostering language development. Researchers have consistently emphasised that language acquisition is not merely a cognitive process but also a socio-interactional one, influenced by the nature, quality, and frequency of interactions between learners and their linguistic environment. Theoretical orientations such as the sociocultural, cognitive, and

constructivist paradigms have contributed to a nuanced understanding of how interaction operates as both a process and a pedagogical tool in SLA.

2.4.1 Sociocultural Approach

The sociocultural approach, rooted in the work of Lev Vygotsky, conceptualises learning as a socially mediated process wherein learners internalise new knowledge through interaction with more knowledgeable others. Central to this framework is the Zone of Proximal Development (ZPD), which Vygotsky defines as the distance between what a learner can achieve independently and what they can accomplish with guidance (Vygotsky 86). Interaction in this context is not peripheral but fundamental, enabling learners to co-construct meaning, receive scaffolded support, and gradually move towards autonomous language use.

According to Lantolf and Thorne, language serves both as the object and the medium of learning, and its acquisition is facilitated through collaborative dialogues, wherein peers and instructors engage learners in socially meaningful communication (Lantolf and Thorne 23). The interactionist principles of scaffolding, mediation, and internalisation thus become critical mechanisms through which linguistic competence is developed. Mercer and Dawes support this view, noting that educational talk and exploratory dialogue serve as tools for cognitive and linguistic advancement in classroom settings (Mercer and Dawes 66).

2.4.2 Cognitive Approach

The cognitive approach to interaction in SLA is primarily concerned with the role of mental processes such as attention, perception, memory, and problem-solving in learning. From this perspective, interaction promotes SLA by triggering noticing

and encouraging information processing. As Schmidt argues in the Noticing Hypothesis, learners must consciously notice language forms in order to internalise them, and this is most effectively achieved through interaction that draws attention to linguistic input (Schmidt 35).

The Information Processing Model, proposed by McLaughlin and later elaborated by Anderson, posits that repeated interaction facilitates the transition from controlled to automatic processing of linguistic forms (McLaughlin 114; Anderson 96). Tasks such as peer correction, collaborative writing, and interactive role-plays provide opportunities for learners to refine their interlanguage through sustained attention and feedback.

Furthermore, interaction aids in hypothesis testing, a process through which learners experiment with language forms and revise them based on communicative feedback. This aligns with Swain's Output Hypothesis, which emphasises the productive dimension of interaction as a site of cognitive engagement and grammatical development (Swain 128).

2.4.3 Constructivist Approach

The constructivist view of interaction, closely associated with the pedagogical theories of Piaget and Bruner, highlights the learner's active role in constructing linguistic knowledge through social participation. In this model, knowledge is not transmitted but constructed through dialogue, reflection, and experience. Classrooms grounded in constructivist principles prioritise learner-led activities, such as group discussions, debates, and inquiry-based learning, where meaning is negotiated and reconstructed collaboratively.

Doise and Mugny extend this perspective by suggesting that socio-cognitive conflict, generated through collaborative problem-solving tasks, stimulates conceptual development and linguistic accuracy (Doise and Mugny 184). This approach encourages the design of classroom environments that challenge learners cognitively while supporting them socially, fostering deeper levels of processing and retention.

2.4.4 Pedagogical Approaches: Task-Based, Communicative, and Cooperative Models

Interactionist principles are operationalised through several pedagogical approaches that integrate structured interaction as a core instructional strategy. Task-Based Language Teaching (TBLT), for instance, uses real-life communication tasks as vehicles for learning, promoting negotiation of meaning and collaborative problem-solving. According to Ellis, tasks should be meaning-focused, require the use of language as a tool for achieving outcomes, and involve real-world communication (Ellis 79).

Communicative Language Teaching (CLT) similarly prioritises fluency and functional communication over formal accuracy. In this approach, interaction is framed as a goal of instruction, rather than a means to an end. Richards and Rodgers describe CLT as a method that views language as a vehicle for the expression of functional meaning and that advocates for learner engagement in authentic communicative tasks (Richards and Rodgers 85).

Cooperative Language Learning (CLL) builds upon interactional and socio-affective principles by fostering peer collaboration, positive interdependence, and

group accountability. Learners are encouraged to engage in structured tasks that require the co-construction of meaning, thereby enhancing both linguistic output and social competence.

2.4.5 Integrative Perspectives

Contemporary SLA research increasingly adopts integrative frameworks that combine socio-cultural, cognitive, and constructivist dimensions. For instance, Long's Interaction Hypothesis encapsulates these elements by positing that interaction involving negotiation of meaning, feedback, and modified output facilitates language acquisition (Long 261). Similarly, Gass and Mackey's model integrates input, feedback, and internal processing into a dynamic system of language development (Gass and Mackey 219).

These integrative approaches affirm that effective language learning occurs not through passive reception but through engagement, reflection, and interaction. They validate classroom practices that encourage learners to speak, listen, read, and write interactively in contexts that reflect authentic use of the target language.

2.5 The Socio-cultural and Interactionist Approach to Second Language Acquisition

Contemporary studies in the field of Second Language Acquisition (SLA) increasingly recognise the pivotal role of interaction and social context in facilitating language learning. The socio-cultural and interactionist approach, as a theoretical orientation, posits that language acquisition is not solely a mental activity but a social endeavour deeply embedded in interpersonal communication and cultural participation. This perspective transcends traditional dichotomies of input versus

output, or acquisition versus learning, by framing language development as a process of social mediation, collaborative dialogue, and scaffolded participation. The cornerstone of the socio-cultural approach lies in the work of Lev Vygotsky, who asserted that cognitive development is inextricably linked to social interaction. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which he defined as the gap between what a learner can do independently and what they can accomplish with guidance from a more knowledgeable other (Vygotsky 86). Within the SLA context, the ZPD provides a powerful explanatory model for how learners internalise linguistic structures through structured, meaningful interaction with teachers and peers.

Lantolf and Thorne extended this model to SLA by introducing the notion of language as a mediational tool, which learners use to regulate their cognitive processes and to interact meaningfully with their environment (Lantolf and Thorne 28). The act of mediation occurs through dialogue, corrective feedback, and collaborative tasks, enabling learners to progress linguistically and cognitively. In this framework, learning is viewed as a socially situated activity, and classroom interaction becomes a site of co-construction of knowledge rather than passive reception.

Furthermore, the process of internalisation is central to this model. Learners first encounter new language forms in socially mediated contexts such as conversations, peer discussions, or teacher-led interactions etc gradually internalise these forms, integrating them into their interlanguage system (Lantolf 23). This

progression from social to individual cognition reinforces the role of interaction as both context and mechanism of SLA.

2.5.1 Negotiation and Meaning-Making

The interactionist approach to SLA, largely shaped by Michael Long's Interaction Hypothesis, builds upon the socio-cultural framework by focusing on how negotiation of meaning, modified input, and corrective feedback contribute to language learning. Long argues that interaction that includes opportunities for negotiation such as clarification requests, repetition, and confirmation checks promotes the comprehension of input and facilitates interlanguage restructuring (Long 259). These conversational modifications make linguistic features more salient and accessible to learners, thus enhancing acquisition.

Swain's Output Hypothesis complements this view by asserting that production plays an equally vital role in SLA. According to Swain, when learners attempt to express meaning and encounter difficulty, they are compelled to process language at a deeper level, engage in metalinguistic reflection, and revise their interlanguage based on feedback (Swain 128). This productive effort not only reinforces grammatical accuracy but also promotes fluency and syntactic complexity.

The combination of input, output, and feedback constitutes what Gass and Mackey refer to as the Input-Interaction-Feedback Model, a cyclic framework that underlines the centrality of interaction in the acquisition process (Gass and Mackey 226). In the classroom context, these components manifest through activities such as

peer discussions, teacher-student dialogues, role plays, and problem-solving tasks, all of which provide affordances for meaningful interaction.

2.5.2 Communicative and Dialogic Classroom Practices

Within the pedagogical domain, the socio-cultural and interactionist perspectives have given rise to student-centred methodologies that prioritise interaction as a mode of instruction and learning. Communicative Language Teaching (CLT), for instance, is grounded in the belief that communicative competence is best developed through authentic use of the target language in socially meaningful contexts (Richards and Rodgers 91). Dialogic teaching strategies such as group work, exploratory talk, and cooperative learning provide learners with rich opportunities for negotiation of meaning and syntactic development.

Mercer and Dawes advocate for exploratory talk, where learners engage in co-constructed dialogue to share ideas, challenge assumptions, and build collective understanding (Mercer and Dawes 66). This form of interaction allows learners to use language not merely as a vehicle for expression but as a tool for reasoning and problem-solving.

The pedagogical implications are profound. Classrooms must be organised as interactive spaces where learners are encouraged to take initiative, articulate their thoughts, and collaborate on meaning-making tasks. Teachers, in turn, act as facilitators who scaffold learning by responding to learners' linguistic needs, modelling target structures, and providing contingent feedback.

2.5.3 Implications of ZPD, Scaffolding, and Identity in SLA

The concepts of ZPD and scaffolding, temporary support provided to learners to bridge gaps in knowledge, highlight the dynamic, learner-specific nature of interaction in SLA. Teachers must diagnose learners' current proficiency and adapt their support to enable progression through the ZPD. This tailored support ensures that learners are neither overwhelmed by complexity nor under-challenged, thus maintaining optimal learning conditions.

In addition, recent research has highlighted the interrelationship between interaction, identity, and agency in second language classrooms. Luk and Lin, through an ethnographic study, found that learners negotiate their linguistic and cultural identities during classroom interaction, often appropriating or resisting institutional norms in the process (Luk and Lin 187). Interaction thus serves not only a cognitive function but also a socio-affective and identity-forming role.

Consequently, pedagogical interventions must attend to both the affective dimension of interaction, ensuring a safe and inclusive environment, and the cognitive-linguistic dimension, which involves structured opportunities for interaction, reflection, and feedback.

Section B

2.6 Empirical Reviews on Interaction: Related Studies

The empirical foundation of Second Language Acquisition (SLA) research reveals a robust body of evidence underscoring the critical role of interaction in the acquisition of a second language. In both English as a Second Language (ESL) and

English as a Foreign Language (EFL) context, researchers have consistently demonstrated that classroom interaction serves as a conduit for enhancing communicative competence, grammatical awareness, speaking fluency, and linguistic confidence. This section synthesises empirical and theoretical studies conducted across diverse educational settings, highlighting key methodologies, findings, and implications relevant to interaction-focused English Language Teaching (ELT).

2.6.1 Interaction as a Catalyst for Learning

Wang and Castro conducted a qualitative investigation into the role of student-student and student-teacher interaction among adult Chinese learners of English. Through a structured three-phase analysis, they found that interactional feedback and output modifications played a central role in facilitating the acquisition of target linguistic forms, thereby confirming Schmidt's Noticing Hypothesis. Their study underlined that negotiated meaning and reformulation activities significantly improved learners' attentional focus, contributing to greater linguistic uptake (Wang and Castro 20).

In the United Arab Emirates in 2020, Ibrahim employed a mixed-methods design to explore classroom interaction in vocational English programmes. Drawing from questionnaires and classroom observations, the study established that effective instructor feedback and active learner participation enhanced both language retention and classroom discourse. Teachers who scaffolded interaction and encouraged learner contributions enabled a deeper acquisition of grammar and vocabulary (Ibrahim 20).

Long's principles further substantiates these empirical findings by positing that negotiation of meaning within authentic communication contexts contributes to increased grammatical accuracy and fluency development (Long 20).

Panhwar, Hussain, and Ansari conducted an extensive review highlighting how speaking anxiety is shaped by various factors, particularly the lack of meaningful interaction. The researchers argued that interactive activities that prioritise student participation and real-life communication mitigate learners' fear of making mistakes, thereby promoting speaking fluency and confidence. Their findings indicate that learner anxiety often stems from teacher-dominated discourse and a heavy focus on form over function (Panhwar et al.).

2.6.2 Learner Engagement and Classroom Discourse

The research by Khadidja explored the impact of dialogic teaching techniques such as Socratic questioning on the oral production of tertiary-level English learners. Survey data from both instructors and students indicated that structured peer-led discussions facilitated increased spontaneity, leading to improved fluency and contextual accuracy in learner responses (Khadidja 20).

Odu, Odigwe, and Ekpenyong investigated interactional patterns in secondary schools in Nigeria, focusing on teacher-student dynamics (Odu et al. 20). Through the application of stratified random sampling and inferential statistics, the researchers found that learners did not perceive classroom discussions as sufficiently interactive or supportive of their development. Their quantitative findings revealed that classroom interaction was perceived as limited and often constrained by traditional lecturing practices. They emphasised the need for teacher professional

development focusing on interactional competence to better align teaching methods with learner expectations. These findings envisage the necessity of teacher training in interactive pedagogy and suggest that pedagogical methods must be aligned with learners' communicative needs and cultural contexts.

Walsh introduced the concept of Classroom Interactional Competence (CIC), advocating for teachers' adaptability in classroom discourse. CIC entails recognising moments where pedagogic goals and learner contributions align, allowing for more fluid and engaging communicative episodes (Walsh).

In 2025, Kumara examined ESL teachers in Sri Lanka transitioning from deductive to inductive teaching approaches. Through in-depth interviews and classroom data, the study demonstrated that inductive strategies enhanced learners' communicative competence, particularly in spontaneous interaction. Teachers noted an increase in learners' willingness to initiate conversation and experiment with new structures (Kumara).

2.6.3 Patterns, Feedback, and Interactional Competence

Several empirical studies have delved into the micro-structures of classroom discourse. Cohen conducted research involving learners with specific learning difficulties, highlighting the efficacy of adaptive interactional strategies such as scaffolding, extended wait time, and personalised feedback. These approaches allowed learners to participate more confidently and meaningfully, even when confronted with cognitive or linguistic barriers. The findings highlighted how adaptive interactional strategies such as scaffolding, wait time, and personalised feedback etc enabled learners to participate meaningfully despite their linguistic or

cognitive challenges (Cohen 21). This study reinforces the notion that interaction must be responsive to learner diversity to be pedagogically effective.

Long and Robinson examined interactional routines in ESL classrooms, emphasising the importance of recasts and clarification requests. Their study demonstrated that such implicit feedback strategies supported learners in reformulating their output, which led to improved syntactic processing and greater grammatical awareness diversity to be pedagogically effective (Long and Robinson 194).

Similarly, Gass and Mackey emphasised that interactional feedback, especially in the form of prompts and elicitations, leads to more frequent learner repair than overt correction (Gass and Mackey 226). Their experimental study involving ESL learners confirmed that interaction enhances the linguistic accuracy such as grammatical structures and enables learners to test hypotheses about language rules.

Allwright and Bailey argued from an ethnographic perspective that co-constructed classroom discourse fosters pragmatic awareness. They emphasised the need for collaborative meaning-making to promote fluency and linguistic self-monitoring in real-time exchanges (Allwright and Bailey).

In 2025, Budiawan, Raden Yusuf Sidiq, and Rawinda Fitrotul Mualafina conducted a case study on sociolinguistic competence using a flipped classroom model in Indonesia. Their findings indicated that integrating digital tools with classroom interaction improved learners' contextual language use and adaptability. Students became more attuned to the subtleties of formal and informal registers,

which is a key component of interactional competence (Budiawan and Mualafina 148).

2.6.4 Sociocultural Contexts, Affect, and Identity

Beyond the cognitive outcomes of interaction, empirical research has explored its social and affective dimensions. Luk and Lin conducted an ethnographic study in Hong Kong ESL classrooms to investigate how learners negotiated identity and cultural belonging through classroom discourse (Luk and Lin 187). Their findings illustrated that classroom talk is not merely a vehicle for linguistic transmission but a site where learners construct and perform identities. This dimension of interaction is particularly important in multicultural and multilingual contexts where language learning intersects with broader social dynamics.

Krashen's Affective Filter Hypothesis remains foundational in understanding the interplay between anxiety and language acquisition. A high affective filter, often exacerbated by lack of interaction, impedes language processing and output. Conversely, affective support through inclusive interaction lowers this barrier.

Horwitz, Horwitz, and Cope developed the Foreign Language Classroom Anxiety Scale (FLCAS), identifying apprehension, fear of negative evaluation, and test anxiety as dominant inhibitors in communicative tasks. They advocate for pedagogies that normalise error-making and promote psychological safety (Horwitz et al.).

Carl Rogers from a humanistic standpoint, proposed that authentic teacher-student rapport and empathy are crucial in fostering interaction. In such

environments, learners experience increased motivation and willingness to communicate (Rogers).

MacIntyre and his team presented a situational model of Willingness to Communicate, incorporating affective and contextual variables. They argue that communicative willingness fluctuates depending on topic familiarity, peer dynamics, and classroom atmosphere (MacIntyre et al.).

In 2025, Nazri explored communication barriers faced by Indonesian EFL learners. His findings illustrated that lack of supportive classroom interaction heightened anxiety and led learners to prioritise grammatical correctness over fluency. The study advocates for dialogic spaces where errors are treated as learning opportunities rather than failures.

2.6.5 Motivation, Cultural Identity, and Language Learning

Stephen Krashen's Monitor Hypothesis distinguishes between the automatic, fluency-driven aspects of language acquisition and conscious rule-based learning. He cautions against excessive self-monitoring, which often stems from anxiety and inhibits spontaneous communication (Krashen).

Gardner and Lambert proposed the Socio-Educational Model, which emphasises integrative motivation, learners' desire to connect with the target language culture, as a predictor of communicative success. Their research highlights the role of culturally relevant interaction in sustaining learner motivation (Gardner and Lambert).

Pennycook critiqued the dominance of English in educational settings, framing language learning as a site of ideological contestation. He argues that interactive classrooms must navigate these tensions by acknowledging learners' linguistic identities and sociopolitical contexts (Pennycook).

In 2025, Gablasova examined in “the Handbook of Computer-Assisted Language Learning” published by Springer, speaking fluency through the lens of Data-Driven Learning (DDL), advocating for corpora-based classroom interaction. Her research demonstrated that access to real-world linguistic patterns enabled learners to internalise usage conventions, fostering both accuracy and natural speech rhythms (Gablasova).

2.6.6 Comparative Evaluation and Methodological Implications

While these studies collectively confirm the centrality of interaction in SLA, they also reveal a diversity of methodological approaches from classroom observation and discourse analysis to experimental design and mixed methods. This plurality shows the complexity of capturing interactional dynamics and the necessity of employing triangulated research designs that combine quantitative rigour with qualitative depth.

Each study reviewed contributes to a broader understanding of how interaction supports SLA by enhancing cognitive engagement, promoting linguistic accuracy, facilitating sociocultural integration, and encouraging learner autonomy. However, the studies also suggest that interaction alone is insufficient unless it is pedagogically structured, culturally sensitive, and tailored to learner profiles.

Section C

2.7 Development Interaction Questionnaire

2.7.1 Identification of Empirically Grounded Interactional Constructs for Questionnaire Development

This quasi-experimental research is founded upon a carefully constructed interaction questionnaire that comprises ten distinct categories. Each category represents a unique dimension of learner interaction in the context of English language acquisition and has been meticulously designed after a sustained and critical engagement with the academic literature. The formulation of the questionnaire was not arbitrary. It followed an extensive review of established theories, empirical studies, and pedagogical frameworks that address the complex interplay between affective, cognitive, social, and cultural factors in second language learning. In each case, the category was shaped into a set of operational statements only after thorough validation against relevant scholarly evidence.

The development of a robust experimental research tool requires the identification and thorough analysis of key interaction-related issues in second language acquisition (SLA). This section outlines the systematic process employed to identify critical areas influencing learner interactions within English language classrooms. Extensive consultation of scholarly literature in SLA, educational psychology, and applied linguistics formed the foundation of this identification process, ensuring that the issues addressed are both relevant and empirically substantiated.

2.7.2 Identification and Selection Process

The formulation of the Interaction Questionnaire involved a comprehensive review of seminal theoretical frameworks and contemporary research. Influential theories consulted include Long's Interaction Hypothesis (1996), Krashen's Affective Filter Hypothesis (1982), Vygotsky's Sociocultural Theory (1978), and MacIntyre et al.'s Willingness to Communicate model (1998). These theoretical foundations illustrated critical aspects of language acquisition such as cognitive engagement, affective factors, social scaffolding, and communicative competence, which are pivotal for effective classroom interaction.

2.7.3 Categories of Interaction-Related Issues

The meticulous review and thematic analysis resulted in the identification of ten key categories of interaction-related issues, each grounded in extensive theoretical and empirical scholarship:

1. **Interaction Patterns in the Classroom:** The first category, *Interaction Pattern in Classroom*, is concerned with the nature and structure of communicative exchanges in the learning environment, focusing on the balance of teacher and student talk, the use of open-ended questioning, and the role of collaborative activities. Focuses on the nature and quality of teacher-student and student-student interactions, drawing on Long's Interaction Hypothesis and Vygotsky's Sociocultural Theory.
2. **Fear of Making Mistakes:** The second category, *Fear of Making Mistakes*, addresses the affective barriers that arise from apprehension, perfectionism, and prior negative experiences in language use. It highlights the emotional

barriers students face, aligned closely with Krashen's Affective Filter Hypothesis.

3. **Rapport with Teachers:** The third category, *Rapport with Teachers*, examines the interpersonal and relational foundations that foster a supportive climate for risk-taking and active participation. It addresses the socio-emotional relationship between learners and teachers, influenced by principles of humanistic education.
4. **Initiative in Communication:** The fourth category, *Initiative in Communication*, considers the extent to which learners independently initiate dialogue in both formal and informal settings, reflecting their willingness to communicate and communicative autonomy. It explores students' willingness to initiate conversation, informed by the Willingness to Communicate model proposed by MacIntyre et al.
5. **Self-Consciousness While Speaking:** The fifth category, *Self-Consciousness While Speaking*, focuses on the psychological and social pressures that heighten awareness of performance, leading to hesitancy and reduced fluency. Examines the psychological discomfort learners experience during spoken interactions, supported by cognitive-affective theories.
6. **Foreign Language Anxiety:** The sixth category, *Foreign Language Anxiety*, investigates the specific, situation-bound anxieties that hinder both oral and written expression in English. It investigates the specific anxiety associated with using English as a foreign language, rooted in theories of language anxiety and affective responses.

7. **Interaction Blocks:** The seventh category, *Interaction Blocks*, identifies the structural, pedagogical, and personal impediments that restrict learners from fully engaging in communicative acts. It identifies structural and psychological impediments to active classroom participation, informed by transactional and communicative theories.
8. **Attitude of Students:** The eighth category, *Attitude of the Students*, explores how learners' beliefs, values, and predispositions towards English shape their motivation and participation. It considers learners' perceptions and predispositions towards English, influenced by socio-educational models.
9. **Motivation:** The ninth category, *Motivation*, addresses the fluctuations and pumping in learners' drive to study and use English, linking these to self-efficacy, relevance, and long-term identity as language users. Mostly, in this research, this category addresses motivational deficits that hinder learner participation and engagement, grounded in motivational theories including Self-Determination Theory. Hence the category is named as 'Lack of Motivation'.
10. **Cultural and Religious Conflict:** The tenth and final category, *Cultural and Religious Conflict*, considers the tensions that may arise when English language learning intersects with deeply held cultural traditions and religious beliefs, and how these perceptions influence willingness to interact in English. Explores how cultural and religious identities impact learners' attitudes toward English language use, reflecting postcolonial and socio-cultural theories.

Each category was purposefully designed to reflect the multifaceted dimensions of classroom interactions, providing a nuanced glimpse through which learners' behaviours and attitudes could be evaluated. Each category within this questionnaire is thus the product of rigorous academic inquiry. The statements were generated, refined, and validated in direct alignment with theoretical models and empirical findings from leading scholars in second language acquisition, applied linguistics, educational psychology, and sociocultural studies. This approach ensures that the instrument is both conceptually sound and contextually sensitive, providing a robust foundation for the empirical phases of this research. In bringing these categories into operational form, the study aims to capture the multifaceted reality of learner interaction, recognising that communicative engagement is shaped by an intricate combination of cognitive, emotional, social, and cultural forces.

2.7.4 Validation of Identified Categories

Following their identification, these categories underwent rigorous validation processes involving expert evaluation, exploratory and confirmatory factor analyses, and reliability testing. The detailed procedures and results of this validation are discussed comprehensively in subsequent sections, underscoring the robust empirical and theoretical legitimacy of the Interaction Questionnaire.

Through this comprehensive identification and validation process, the Interaction Questionnaire emerges as a sophisticated research instrument, capable of capturing the complexities of learner interactions and informing targeted

2.8 Empirical Validation of the Interaction Questionnaire Using Established Research Evidence

2.8.1 Category 1 - Interaction Pattern in Classroom: Theoretical Underpinnings

This category has been framed after conducting rigorous reading of related studies and semi structured qualitative interviews with the students. Interaction patterns within the English language classroom are central to both the pedagogy and psychology of second language acquisition. Situated within the communicative approach to language teaching, this category draws from robust theoretical frameworks, particularly the Interaction Hypothesis (Long, 1996) and Sociocultural Theory (Vygotsky, 1978), which propose that communicative competence develops through meaningful, socially situated interaction. The category investigates several core areas: teacher talk, student-teacher engagement, the nature of questions posed by the teacher, the implementation of group or pair work, and learner interaction beyond the classroom. Each statement serves to examine a critical facet of language classroom dynamics and is validated by an array of established research studies.

2.8.1.1 Salient Features from the Supporting Research

The statement like “I find it easy to participate in classroom discussions” and the qualitative statement “In my English class, I think my teacher’s talk dominates very much” are closely aligned with Long’s (1996) Interaction Hypothesis, which emphasises the necessity of reciprocal and negotiated interaction for language development. When classroom discourse is teacher-centred, learners are deprived of opportunities for modifying output, negotiating meaning, and engaging in real-time

processing, all of which are integral to acquisition (Long 431). This condition restricts the formation of what Michel Long terms “interactionally modified input,” reducing comprehensible exposure to target structures.

The same concern is echoed in Walsh’s (2006) work on classroom discourse, where he systematically examines how excessive teacher talk diminishes the “interactional space” required for learner contributions. Walsh argues that productive learning environments are characterised by a balance in the distribution of discourse rights, and that teacher dominance often correlates with learner passivity, especially in speaking activities.

The qualitative statement “I regularly contribute answers during class activities.” and “In my class, students seldom speak to the teachers during lessons.” affirm an imbalance in communicative exchange. According to Allwright and Bailey (1991), the classroom becomes linguistically impoverished when learners are not active participants. Their study reveals that classrooms where students are encouraged to co-construct discourse with teachers show marked improvement in fluency and syntactic complexity. They assert that shared control of interaction, where teachers yield conversational floor to learners, fosters more authentic and varied language use.

The inquiry into “I initiate conversations or ask questions without prompting.” and “In my class, the teacher gives open-ended questions.” are rooted in Tsui’s (1995) ethnographic analysis, which demonstrates that the form and structure of teacher questions significantly affect learner engagement. Closed questions typically elicit minimal responses, whereas open-ended questions stimulate extended

turns, reflective reasoning, and creative output. Tsui observed that such questioning strategies increase both quantity and quality of learner talk, particularly in ESL contexts where anxiety often constrains verbal participation.

The affirmation “I feel confident when speaking in front of my classmates.” and “Teachers of English give more number of pair/group works in the class.” reflect principles from Nunan (1991) and Ellis (2003), both of whom advocate for task-based interaction to develop communicative competence. Nunan posits that group activities enable authentic use of language in simulated real-world contexts. Ellis reinforces this position by arguing that interaction through tasks allows learners to process input more deeply and to generate spontaneous output. These collaborative formats also build socio-pragmatic skills essential for meaningful communication.

Furthermore, Richards and Rodgers (2014) highlight how pair and group work aligns with the core principles of Communicative Language Teaching (CLT), which prioritises fluency over accuracy and authenticity over mechanical drills. They argue that interactional variety, moving beyond teacher-fronted instruction, is essential for developing learners’ conversational agility and interactional strategies.

The qualitative statement “I love interacting with my friends outside my classes” and “I actively engage with peers during group tasks.” extends the scope of classroom interaction into informal learning environments. Brown (2001) highlights that interaction plays not only a cognitive but also an affective role in language development. Friend-to-friend conversations are lower in affective filter, often spontaneous and meaningful, thus providing fertile ground for naturalistic learning.

Similarly, Mercer (2000) contends that peer dialogues support collective cognition and linguistic reasoning, particularly when learners jointly construct meaning in informal settings.

Lastly, Hall and Verplaetse (2000) reinforce the view that interaction whether formal or informal, facilitates negotiation of meaning and expands learners' discursive competence. Their research reveals that learners are more likely to attain communicative success when given opportunities to clarify, question, and paraphrase in interaction-rich settings.

The collective evidence affirms the academic integrity of Category 1: Interaction Pattern in Classroom. Each statement within the category is grounded in well-established research and theory, addressing distinct yet interrelated elements of classroom discourse. The balance of teacher-student talk, the promotion of open-ended questioning, the structuring of collaborative tasks, and the facilitation of peer interaction are all essential components for fostering a linguistically and socially responsive learning environment. These dimensions are not merely pedagogical choices but are substantiated through rigorous research that demonstrates their direct impact on language acquisition outcomes.

2.8.2 Category 2 - Fear of Making Mistakes: Theoretical Underpinnings

Fear of making mistakes constitutes one of the most pervasive affective filters in second language acquisition. Rooted in both emotional and cognitive impediments, this fear typically manifests as language anxiety, speech apprehension, perfectionism, or social sensitivity. The Affective Filter Hypothesis by Krashen (1982) and the Cognitive Theory of Anxiety proposed by MacIntyre and Gardner

(1991) provide critical lenses through which to examine this phenomenon. When students fear negative judgment or feel linguistically inadequate, their participation in classroom discourse diminishes, limiting their opportunities for practice and growth in English.

2.8.2.1 Salient Features of Supporting Research

The statement “I avoid answering questions because I might be wrong.” and the qualitative statement asked “While interacting in English, I am afraid/nervous about making mistakes in grammar.” reflect a classic affective barrier described in Krashen’s (1982) Affective Filter Hypothesis. Krashen argued that when learners experience anxiety or low self-confidence, they erect a psychological filter that prevents them from fully absorbing or producing language (Krashen 31). Grammar-related fear particularly restricts output, as learners become fixated on form at the expense of communication.

Horwitz, Horwitz, and Cope (1986) reinforce this phenomenon through their definition of Foreign Language Classroom Anxiety (FLCA), which encompasses fear of making errors, especially under evaluative conditions. Their empirical studies revealed that grammatical mistakes evoke disproportionate distress, leading to avoidance behaviours in learners (Horwitz et al. 127).

The expressions such as “I feel anxious when asked to speak in class.” and “I am not a confident speaker of English” find direct correspondence in MacIntyre and Gardner’s (1991) work, which revealed that anxiety impairs input processing and output performance. Confidence, they found, is not merely personality-based but contextually shaped by previous exposure to criticism, perceived competence, and

real-time cognitive load. Learners who lack confidence engage less in class discussions and avoid voluntary speech (MacIntyre and Gardner 139).

In the case of, “I worry about making grammatical errors while speaking.” and “Even though I know how to interact in English, when I open my mouth I fumble for words in classroom” are dissonance between competence and performance is a hallmark of performance anxiety. Woodrow (2006) demonstrated that this hesitation is common among learners with adequate linguistic knowledge but impaired fluency due to pressure in classroom settings. She reinforced that anxiety constrains working memory, reducing fluency and coherence (Woodrow 315).

Perfectionism is a psychological trigger in this regard. Gregersen and Horwitz (2002) explored how learners who fear imperfection often withdraw from interaction to avoid being “exposed.” Their research affirms that speech breakdowns stem from the internalised need to produce flawless English, which heightens cognitive monitoring and reduces spontaneity (Gregersen and Horwitz 565).

The qualitative statement “I feel embarrassed when I make a mistake in front of others.” and “I had faced strong criticism at least once in my life for making mistakes while speaking/writing in English.” align with Liu and Jackson’s (2008) research. Their study on Chinese EFL learners found that past negative experiences significantly predicted current anxiety levels. Learners who were previously mocked or corrected harshly developed long-term fear responses to speaking situations (Liu and Jackson 76).

A seminal early review by Scovel (1978) also provided meta-analytical evidence that affective factors such as fear of embarrassment and peer judgment undermine learners' linguistic performance. Scovel established the long-standing psychological understanding that students internalise these fears, resulting in decreased fluency and disengagement from communicative tasks (Scovel 133).

The statements, “I prefer to stay silent rather than risk being incorrect.” and “I don’t have any fear while speaking in Malayalam to my friends and teachers.” These statements are not merely anecdotal but critical in illustrating Young’s (1991) claim that low-anxiety contexts increase willingness to communicate. She demonstrated that mother-tongue use seldom invokes the fear mechanisms present in L2 environments, affirming that fear is language-specific and socially conditioned (Young 431).

Piechurska-Kuciel (2008) supports this perspective, particularly in adolescent learners, where fear of judgement from teachers and peers in English settings significantly increases anxiety. In contrast, native language settings feel familiar, uncritical, and thus are devoid of anxiety triggers (Piechurska-Kuciel 82).

Finally, MacIntyre (2007) reinforces that anxiety and fear of error suppress learners’ willingness to communicate, especially in spontaneous classroom situations. He frames the decision to speak as a volitional act influenced by both internal and external perceptions. This supports the inclusion of every statement in the category, especially those pertaining to classroom hesitation and prior criticism (MacIntyre 567).

To make it short, category 2 ‘Fear of Making Mistakes’ is theoretically and empirically validated through foundational and contemporary literature in second language acquisition. Each statement within this category articulates a nuanced facet of learner anxiety from internal perfectionism and low confidence to external criticism and language-specific inhibition. The research affirms that these affective barriers drastically reduce classroom interaction and hinder language development. Thus, the category serves not only as a diagnostic tool for understanding student reluctance but also as a guide for designing low-anxiety, support-driven learning environments.

2.8.3 Category 3 - Rapport with Teachers: Theoretical Underpinnings

Rapport between teachers and students is widely acknowledged as a cornerstone of effective pedagogy, particularly in English language learning contexts. In second language acquisition (SLA), rapport functions as both a social and psychological facilitator of interaction. This category is conceptually grounded in Humanistic Education (Rogers, 1969), Transactional Analysis, and Neuro-Linguistic Programming, each of which stressed the importance of empathetic, congruent, and affirming relationships within educational settings. Strong teacher-student rapport fosters emotional safety, enhances motivation, and reduces anxiety, conditions essential for communicative risk-taking and interactive language learning.

2.8.3.1 Salient Features of Supporting Research

The statement “I feel respected by my teacher during classroom interactions.” and the qualitative response from the student “I have good rapport

with our teachers inside the classroom” reflect a central tenet of Humanistic Education. According to Carl Rogers (1969), the qualities of empathy, authenticity, and unconditional positive regard are fundamental for meaningful teacher-student relationships. Rogers posits that such relationships create a psychologically safe classroom environment, allowing learners to participate actively and take communicative risks without fear of judgement (Rogers 95).

Frisby and Martin further corroborate this, showing that strong rapport within the classroom positively correlates with student engagement and verbal interaction. Their empirical data reveal that rapport enhances not only learner satisfaction but also frequency of spoken contributions in language tasks (Frisby and Martin 151).

The companion statements such as “My teacher listens to me and responds supportively.” and “I have rapport with our teachers outside the classroom” expands the relational framework into informal domains. Rapport beyond classroom walls fosters continuity in affective support, which is pivotal for second language learners. Zhang observed that warmth and respect extended outside class significantly enhance learners’ affective orientation towards English, thereby encouraging voluntary communication and fostering trust (Zhang 496).

The third statement, “I feel encouraged by my teacher to participate.” and “I have received support from teachers for speaking in English when I fumble for words” speak directly to the emotional and communicative scaffolding provided by instructors. Wilkinson and Fung (2002) explain that when teachers respond to linguistic hesitation with patience and support, learners feel validated and are more

willing to persist in English interaction. Their study demonstrates a marked increase in communicative willingness when teachers assist rather than evaluate during breakdowns (Wilkinson and Fung 18).

Similarly, Grinder and Bandler (1975) from the domain of Neuro-Linguistic Programming (NLP) emphasise the use of mirroring and pacing to align with learners' verbal struggles. By attuning themselves to the student's pace and offering calm reinforcement, teachers create a rapport-enhancing loop that reinforces communicative confidence (Grinder and Bandler 64).

The statements like “I find it easy to ask my teacher for help” and “Teachers of English hold high self-esteem upon their students.” implicitly address the perception of teacher regard, a key concept in both humanistic and psychological models of learning. Wentzel (1997) found that students who feel respected and valued by teachers are more motivated to engage, particularly in emotionally vulnerable acts such as speaking in a foreign language. Teacher belief in students’ potential thus acts as a powerful enabler of language use (Wentzel 414).

This view is reinforced by Titsworth et al. (2010) who argue that clarity and approachability, both indicators of high teacher regard, improve learners’ interactional comfort. These factors collectively support English language development by lowering affective filters and increasing response frequency (Titsworth et al. 9).

In contrast, Myers (2001) found that teacher verbal aggression or perceived lack of credibility has a corrosive effect on rapport. This is particularly detrimental in language classrooms where learner confidence is fragile. If students perceive that

teachers view them condescendingly or speak harshly, they become less likely to speak at all (Myers 351).

The final statement “I feel anxious when speaking with my teacher.” And “I feel comfortable when my English teachers use Malayalam inside the classroom.” invite a nuanced understanding of rapport through linguistic empathy. Berne’s (1964) theory of Transactional Analysis provides a useful interpretative lens here. He argued that effective interactions occur when communicators operate from an ‘Adult-Adult’ ego state, grounded in mutual respect. When teachers code-switch to mother tongue strategically, it may help reduce hierarchy and foster relational equality, reinforcing rapport (Berne 103).

Hargreaves (1998) also supports this affective reading by suggesting that emotionally attuned pedagogy having included the thoughtful use of learners' first language builds bonds that facilitate participation and trust. Teachers who acknowledge the emotional significance of linguistic familiarity contribute to an inclusive and interaction-rich environment (Hargreaves 842).

To be precise, the category three ‘Rapport with Teachers’ is theoretically well-grounded and empirically substantiated. Each statement within this category captures an essential aspect of rapport-building that directly influences learners' willingness and confidence to interact in English. Whether inside or outside the classroom, rapport operates as a socio-emotional lubricant that reduces barriers, encourages participation, and fosters communicative development. The collective body of research affirms that supportive, respectful, and empathetic teacher-student

relationships are not merely affective luxuries but pedagogical necessities in English language education

2.8.4 Category 4 - Initiative in Communication: Theoretical Underpinnings

Initiative in communication plays a pivotal role in second language acquisition as it determines the degree to which learners engage with English in authentic contexts. This category assesses learner tendencies to initiate speech acts, both within and beyond the classroom, which reflects their communicative readiness, perceived competence, and internal motivation. The Willingness to Communicate (WTC) model (MacIntyre et al., 1998), alongside Communicative Language Teaching (CLT) principles, frames this inquiry. Psychological dimensions such as self-concept, risk-taking, and motivation are central in this analysis, and are influenced by environmental support, task structures, and individual affective variables.

2.8.4.1 Salient Features of Supporting Research

The statements “I hesitate to initiate conversation in English during class.” and “I am very shy to start a conversation in English inside and outside the classroom” directly correlate with the WTC framework proposed by MacIntyre et al. (1998). According to this model, shyness and anxiety act as inhibitors of communicative behaviour even in learners with sufficient linguistic ability. Psychological readiness to communicate is shaped not only by competence, but also by situational comfort and self-perception (MacIntyre et al. 548).

The role of personal disposition is further elaborated in Brown’s (2007) framework, where he identifies risk-taking as a critical personality trait for

communicative initiative. Learners who avoid initiating conversation due to shyness often miss opportunities for linguistic development. Brown maintains that personality traits such as introversion must be considered in interactional pedagogy (Brown 162).

The assertions “I rarely start discussions or ask questions voluntarily.” and “I always expect my teacher to initiate conversation in English” reveal a dependency pattern that impedes autonomy. Littlewood (2004) critiques such passivity in task-based settings, stating that learners must be encouraged to take ownership of their speech acts. He stresses that meaningful communication requires students to initiate and sustain dialogue, especially in task-oriented environments where spontaneity mirrors real-life use (Littlewood 321).

This issue is also explored in Nunan’s (1999) work, which calls for learner-centred environments where students are given both the space and the expectation to initiate speech. He observes that when teachers dominate talk time or always initiate exchanges, students internalise passive roles that hinder communicative independence (Nunan 89).

The statements “I feel nervous when initiating interaction with teachers.” and “When I speak in a group, I never take initiative to speak in English” aligns with the research of Clément et al. did in 2003 who demonstrate that learners with low initiative are less likely to engage in group tasks or collaborative dialogue. Their study links initiative with the social norms of the classroom, noting that students often mirror the behaviour of dominant peers or defer to more confident speakers, which reduces participation among the less assertive (Clément et al. 202).

The fourth items “I avoid being the first to speak in classroom tasks.” and “I find it very difficult to speak in English unless my teacher prompts me” reinforce the pattern of external motivation and low autonomy. Yashima (2002) discusses how internalising a strong international posture increases the tendency to self-initiate English use. Learners who lack this outlook tend to wait for permission or prompting, which restricts authentic language practice (Yashima 60).

Ellis (2009) further elaborates that pre-task planning can mitigate this hesitation by helping learners prepare cognitively and emotionally for interaction. His experimental work shows that structured preparation leads to greater initiative among shy learners and increases overall fluency during task execution (Ellis 481).

The final statements “I feel motivated to initiate communication in English. And I usually take initiative to speak no matter where I belong to.” represent the positive end of the WTC spectrum. Dörnyei (2005) argues that motivation and goal orientation lead to self-generated speech acts. He links initiative with the concept of L2 self-image, where learners who envision themselves as fluent English users are more likely to initiate conversations independently (Dörnyei 79).

Sato (2017) supports this claim through empirical evidence that learners who take the lead in interactional pair work demonstrate higher developmental gains in both fluency and complexity. He concludes that initiative is not only a product of confidence but also a catalyst for progress (Sato 260).

Lastly, Mercer (2011) identifies learner self-concept as a core predictor of communicative initiative. When students perceive themselves as capable English

speakers, they act accordingly, initiating conversation and sustaining interaction without external reinforcement (Mercer 293).

To conclude, the category 4 'Initiative in Communication' is conceptually sound and empirically validated through a broad range of scholarship in SLA, applied linguistics, and classroom psychology. Each statement captures an aspect of learners' volitional engagement with English, including the psychological, social, and pedagogical dimensions influencing their willingness to initiate interaction. From reluctance due to shyness to autonomy-driven confidence, the spectrum of initiative explored in this category aligns closely with foundational theories such as WTC and CLT. Encouraging learners to move from dependency to self-direction is thus not only pedagogically beneficial but essential for sustained language acquisition.

2.8.5 Category 5 - Self-Consciousness While Speaking: Theoretical

Underpinnings

Self-consciousness in speaking is a significant barrier in second language acquisition, particularly in oral English communication. It is characterised by over-attention to one's performance, fear of judgment, internal anxiety, and the loss of spontaneity. The category draws from Krashen's Monitor Hypothesis (1981), theories of performance anxiety, and cognitive-affective research within applied linguistics. Heightened self-monitoring and fear of negative evaluation disrupt fluency and output, preventing learners from participating confidently in speech-based tasks. The following analysis validates each statement in this category using theoretical arguments and empirical research from leading scholars in the field.

2.8.5.1 Salient Features of Supporting Research

The statements like “I feel embarrassed when speaking English in front of others” and “When I speak in class, I feel like everyone is watching me and that hinders my speech” resonates strongly with Krashen’s (1981) Monitor Hypothesis, which explains how excessive self-monitoring during speech disrupts fluency and spontaneity. When learners perceive themselves as the focal point of attention, they tend to activate the internal “monitor” to correct form, often leading to hesitation and reduced communicative effectiveness (Krashen 30).

This perception of being under scrutiny is also central in Horwitz’s (2001) discussion of language anxiety, where learners often experience deteriorated performance when they feel judged by their audience. According to her findings, the fear of making mistakes in front of peers results in significant speech inhibition, especially in classroom settings (Horwitz 116).

The second item “I worry that others will laugh at me if I make a mistake.” and “I lose attention on my words and sentences when I speak to a group in English” corresponds to what MacIntyre (1995) terms performance-based anxiety, where the cognitive load of self-evaluation disrupts focus on communicative intent. When students focus more on correctness than meaning, their working memory is overwhelmed, leading to a breakdown in coherence (MacIntyre 94).

Jane Arnold (1999) supports this by asserting that high levels of self-awareness and anxiety divert cognitive energy away from message formulation, reducing fluency and message clarity. Her work highlights that fluency is not merely

a function of vocabulary or syntax, but of mental freedom and psychological ease (Arnold 14).

The third statements “I become nervous when speaking aloud in class.” and “Whenever I speak in English, my inner voice pumps fear and nervousness inside me.” reflects deep internal conflict and inhibition. Piechurska-Kuciel (2011) categorises such emotional states, ranging from fear to embarrassment, as cognitive-affective constraints that undermine output. Learners battling internal criticism tend to retract mid-sentence or speak hesitantly to avoid failure (Piechurska-Kuciel 91).

Gregersen (2007) recommends desensitisation strategies and increased group-based activities to help learners silence the critical inner voice. By shifting attention away from internal evaluation towards group meaning-making, self-consciousness is significantly reduced (Gregersen 227).

The statement “I feel uncomfortable when asked to share my opinion verbally.” and I am afraid of others' judgment and avoid social expressions. point to what Bailey (1983) termed social comparison anxiety. Learners who perceive themselves as inferior to peers avoid social expressions and conversational openings due to fear of being evaluated negatively. This leads to social withdrawal and limited language exposure (Bailey 74).

Young (1990) confirms that peer judgment is one of the strongest anxiety-inducing factors in language classrooms. In her qualitative investigation, students repeatedly cited a fear of being laughed at, corrected, or misunderstood, especially during public speaking or classroom presentations (Young 541).

The final item “I feel self-aware and tense while speaking English in groups.” and “Even in easy circumstances, anxiety affects me while speaking English.” extend the reach of self-consciousness beyond formal settings, illustrating how deeply rooted anxiety can affect informal peer interactions. Tallon (2009) found that this anxiety persists across age groups and environments, affecting both secondary and tertiary learners. The anticipation of negative evaluation remains present even in non-academic settings (Tallon 12).

King (2014) interprets this issue through a sociolinguistic lens, noting that in many high-context cultures, maintaining social harmony and avoiding face-threatening acts creates a powerful pressure not to “stand out.” This cultural pressure increases self-consciousness and leads learners to silence themselves, even in casual social settings (King 176).

The category ‘Self-Consciousness While Speaking’ is both theoretically grounded and empirically robust. Each of its five statements reflects a unique but interlinked manifestation of speech anxiety, internal monitoring, and fear of judgment. The research confirms that heightened self-awareness, internal inhibition, and external social pressures significantly diminish learners’ communicative confidence. The findings from affective filter theory, performance anxiety, and sociolinguistic studies collectively validate the psychological depth and relevance of this category. Thus, it holds pedagogical significance in designing anxiety-sensitive and supportive environments for English language learning.

2.8.6 Category 6 - Foreign Language Anxiety: : Theoretical Underpinnings

Foreign Language Anxiety (FLA) is one of the most well-documented affective variables in second language acquisition research. Unlike general anxiety, FLA is a specific, situation-based form of anxiety that arises in communication contexts involving the target language. It interferes with all stages of language processing, input, encoding, retrieval, and output, and thereby hinders learners' willingness to speak or write in English. This category is primarily underpinned by the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986), and further expanded through cognitive-affective and sociocultural lenses. The statements explore not only the emotional manifestations of anxiety but also its cognitive and perceptual consequences, such as self-defeating beliefs and linguistic self-doubt.

2.8.6.1 Salient Features of Supporting Research

The questions “I feel tense when I have to speak English in class.” and “I feel anxious about English in anticipatory communication situations.?” are foundational to the concept of FLA. Horwitz et al. (1986) define FLA as comprising three interrelated elements: communication apprehension, fear of negative evaluation, and test anxiety. This form of anxiety often emerges in otherwise competent learners when placed in real-time communication scenarios, leading to discomfort, withdrawal, and cognitive overload (Horwitz et al. 127).

MacIntyre and Gardner (1994) explain how anxiety impedes cognitive processing, making it difficult for learners to retrieve vocabulary, apply syntax, or engage meaningfully in communication. Anxiety creates a psychological filter that

distorts perception and reduces working memory, particularly during oral interaction (MacIntyre and Gardner 287).

The statements “I am afraid that my classmates will laugh at me when I speak English” and “I believe speaking in English needs a great amount of intellect and special power.” reveals a perception of linguistic elitism and perceived inaccessibility. This reflects what Aida (1994) found among Japanese EFL learners, who viewed English proficiency as an extraordinary skill reserved for the gifted. Such beliefs lower self-efficacy and magnify anxiety because the learner considers themselves inherently deficient (Aida 160).

Tóth (2010) further explains that even advanced language learners hold these internalised myths, which make them vulnerable to debilitating anxiety in high-pressure situations like presentations or public speaking. According to Tóth, such perceptions intensify when students overestimate the required competence for simple communicative tasks (Tóth 112).

The questions “I worry about being judged when I speak in English.” and “I have high regard for those who speak fluent English.” uncovers the sociocultural idealisation of fluency, often found in postcolonial and non-English-dominant settings. Liu (2006) confirms that Chinese learners, for instance, tend to admire fluent speakers to a degree that reinforces feelings of inferiority. This social valuation of fluency elevates anxiety among those who feel they cannot meet that standard (Liu 307).

In terms of pedagogical response, Koch and Terrell (1991) advocate for approaches such as the Natural Method, which frame fluency not as perfection but

as communicative efficacy. They argue that reducing the glorification of fluency and increasing emphasis on meaningful interaction help lower FLA (Koch and Terrell 67).

The statements “I feel my mind goes blank when I try to speak English” and “No matter what level I try, I cannot speak English fluently.” reflects learned helplessness, a common psychological response among learners who repeatedly experience failure or who misinterpret slow progress as inadequacy. Piechurska-Kuciel (2008) observed that chronic anxiety can result in long-term academic disengagement, where students believe they are incapable of success regardless of effort (Piechurska-Kuciel 87).

Onwuegbuzie et al. (1999) provide further depth by identifying prior negative experiences, low self-image, and certain demographic variables (such as gender or language background) as amplifiers of this anxiety and fatalistic belief. Their findings affirm that perceived incapacity is often socially conditioned rather than objectively accurate (Onwuegbuzie et al. 230).

The final items “I feel nervous even if I am prepared to speak English” and “I feel anxiety while writing in English.” expand the scope of FLA beyond oral communication. While speaking anxiety has traditionally dominated FLA studies, writing anxiety has been increasingly recognised. Young (1999) stresses that anxiety affects all language modalities, including writing, where learners fear permanent judgment and error exposure. She advocates for low-anxiety classrooms that support both oral and written expression (Young 45).

This is substantiated by Teimouri, Goetze, and Plonsky (2019), whose meta-analysis confirms that high FLA negatively correlates with willingness to communicate, both spoken and written. They assert that reducing anxiety increases not just frequency of speech, but also depth and clarity in writing, validating the inclusion of writing-related anxiety within this category (Teimouri et al. 763).

The category 'Foreign Language Anxiety' is comprehensively supported by decades of psychological and pedagogical research. Each statement accurately captures a distinct dimension of FLA, ranging from communication apprehension and perceived inadequacy to admiration for fluency and writing-specific anxiety. These beliefs and emotions are not only barriers to language performance but also indicators of deeper cognitive-affective dynamics that require deliberate pedagogical intervention. Addressing these anxieties through inclusive classroom strategies, identity-affirming practices, and psychological reframing can meaningfully transform learners' relationships with English.

2.8.7 Category 7 - Interaction Blocks: Theoretical Underpinnings

Interaction blocks are impediments, both internal and external, that inhibit learners from actively participating in communicative English practices. These blocks can emerge from pedagogical structures, classroom arrangements, teacher-centred instruction, and personal psychological traits. Theoretical foundations such as Communicative Language Teaching (CLT), Interactionist SLA theory, Transactional Analysis, and Neuro-Linguistic Programming (NLP) provide robust frameworks for understanding and addressing these barriers. The questions in this category assess how learners perceive the environmental and affective constraints

that prevent them from speaking, negotiating meaning, and participating meaningfully in classroom interaction.

2.8.7.1 Salient Features of Supporting Research

The statements such as “I find it hard to express my thoughts clearly in classroom discussions.” and “The present classroom pattern hinders possible interactions.” directly engages with Seedhouse’s (1996) claim that the institutional design of classrooms can unintentionally suppress genuine interaction. Seedhouse argues that the formal, teacher-led questioning routines and monologic structures inherent in many classrooms are incompatible with authentic communicative goals. He asserts that unless classroom discourse is restructured, opportunities for negotiation of meaning will remain limited (Seedhouse 17).

This finding aligns with Ellis (1994), who states that when language classrooms are overly focused on form rather than communication, learners are deprived of interaction-rich opportunities crucial for language development. Ellis contends that classroom interaction must involve tasks that require learners to exchange meaning, not simply respond to prompts or recite forms (Ellis 582).

The second statement “I avoid participating in class even when I know the answer.” and “Textbook-based methods hamper my interaction.” is echoed in Larsen-Freeman’s (2000) critique of grammar-based, textbook-centred approaches. She finds that overreliance on pre-scripted material reduces spontaneity and leads to rote learning, rather than fostering meaningful interaction. Learners become passive recipients of content, rather than participants in communicative events (Larsen-Freeman 34).

Similarly, Swain (1985) argues that learners need opportunities for comprehensible output, which is rarely prioritised in textbook-dominated classrooms. Without chances to produce language actively and take communicative risks, learners' interlanguage development remains stalled (Swain 240).

The item, “I feel that classroom interaction is dominated by a few students.” and “Teacher-centred interactions make me silent and reduce my interest” draws on the findings of Walsh (2002), who demonstrates that when teachers dominate classroom talk, learners have fewer opportunities to speak. This lack of participation fosters disengagement and erodes learner autonomy. Teacher-fronted instruction often follows a rigid Initiation-Response-Feedback (IRF) pattern, which suppresses learner initiative (Walsh 14).

Nunan (1991) further elucidates that shifting from teacher-led to learner-centred pedagogy, via group work and interactive tasks, enables students to engage more freely in communicative exchanges. He advocates designing classrooms where learners can direct their discourse and develop fluency through peer interaction (Nunan 279).

The next question, “I worry that my ideas are not valued in class.” and “My personal character traits block me from interacting with peers and teachers.” introduces the affective dimension of interactional silence. Tsui (1996) explores how learners' personal dispositions, such as introversion, anxiety, or fear of peer judgement, often cause them to remain reticent despite having linguistic competence. She finds that classroom climate and teacher behaviour significantly affect whether these traits are amplified or neutralised (Tsui 151).

Mercer (2000) similarly highlights that interaction is a social act, influenced by psychological readiness and identity negotiation. Students who fear embarrassment or loss of face are less likely to contribute in class, particularly in front of peers. Encouraging supportive, dialogic discourse can mitigate this fear and empower participation (Mercer 102).

In Richards and Lockhart's (1994) model of reflective teaching, instructors are encouraged to diagnose such interaction blocks through introspection and observation. They list over-correction, rapid turn-taking, and rhetorical questioning as teacher habits that alienate anxious learners. A reflective pedagogical approach allows teachers to adjust these behaviours to foster inclusion (Richards and Lockhart 145).

Finally, the statements "I feel comfortable interacting with peers during lessons." and "I want to improve my interaction skills to become a better communicator." reflects learner motivation and emerging communicative confidence. While previous statements expose interactional barriers, this one signals a transformative orientation. Brown (2001) maintains that when learners perceive incremental progress and are met with encouragement, they are more likely to overcome blocks and engage actively. Teachers must scaffold these moments and cultivate risk-taking, not perfectionism (Brown 171).

This notion of growth is reinforced by the interactionist model of SLA, which posits that negotiation of meaning and repeated conversational turns foster both competence and confidence. Overcoming interaction blocks, then, is not a one-

time event, but a cumulative process that requires sustained interaction, supportive structures, and psychological safety.

Interaction Blocks addresses one of the most critical yet often underdiagnosed elements in second language pedagogy. The research demonstrates that interaction is not merely a linguistic issue but is shaped by classroom architecture, teacher behaviour, materials used, and the learner's internal world. Each statement in this category aligns with prominent findings in SLA literature, providing a multi-dimensional understanding of why learners remain silent or disengaged. The category also affirms the potential for pedagogical change: through reflective teaching, task-based design, and affective scaffolding, these blocks can be identified, reduced, and gradually eliminated. As such, this category serves not only as a diagnostic tool but also as a foundation for reimagining interaction in the English language classroom.

2.8.8 Category 8 - Attitude of the Students: Theoretical Underpinnings

Attitude is a foundational variable in second language acquisition. It not only shapes motivation but also predicts willingness to engage in communication, persistence in learning, and the development of self-concept as a language user. In this context, Category 8 evaluates how learners' beliefs, feelings, and predispositions about English affect their interactional behaviour and engagement. Drawing from the Socio-Educational Model developed by Gardner and Lambert (1972), and later expanded by Dörnyei (2001) and Csizér and Dörnyei (2005), this category identifies affective and perceptual barriers to language participation. The statements reflect

both passive and active dimensions of attitude: rejection of English, perceived difficulty, social judgment, and motivational disengagement.

2.8.8.1 Salient Features of Supporting Research

The first item “I feel positive about learning English in this class.” and “I don't like English because it seems tough.” directly reflects the instrumental demotivation described in Gardner and Lambert's (1972) work. Learners who perceive the language as inherently difficult are more likely to withdraw from tasks requiring risk-taking or active production. Gardner observed that negative attitudes towards the perceived complexity of English can limit both competence and confidence (Gardner and Lambert 18).

This finding is echoed by Tercanlioglu (2004), who found that postgraduate students commonly cited the difficulty of English as a justification for disengagement. Her research confirms that learners often attribute language success to innate ability rather than effort, thereby reinforcing negative attitudes and limiting autonomy (Tercanlioglu 524).

The second statement “I believe English will be useful in my future.” and “I think English study is a herculean task for me.” aligns with the belief systems that reinforce self-defeating expectations. Bartram observed that learners in certain sociocultural contexts construct English as a symbol of elitism or intellectual challenge, reinforcing the myth that only highly capable individuals can master it. This perception leads to learned helplessness and reduced classroom interaction (Bartram 33).

Dörnyei (2001) clarifies that such attitudes are not permanent. Teachers can intervene using motivational strategies to reshape these perceptions by emphasising progress, providing scaffolding, and fostering a low-anxiety classroom atmosphere (Dörnyei 26).

The third item “I enjoy participating in English class activities.” and “Speaking or interacting requires higher-level English” highlights the perceived threshold myth, where learners believe that fluency must precede interaction. This misconception suppresses initiative and experimentation. Wenden explains that such beliefs affect the selection of learning strategies and reduce learners’ willingness to communicate or self-correct. Learners who expect perfection before speaking seldom take the risks necessary for real acquisition (Wenden 45).

Yashima further argues that learners with positive international attitudes and communicative goals are more likely to initiate conversation, even with partial linguistic control. This reinforces the importance of shifting learners’ attitudes from perfectionism to communicative purpose (Yashima 59).

The fourth item “I try to improve my English skills outside of class.” And “Speaking or interacting with others requires higher-level English.” introduce the social judgment factor, which impacts both motivation and communicative confidence. Lasagabaster (2005) notes that in many multilingual communities, English carries prestige. As such, errors in English become socially marked, resulting in fear and avoidance of participation (Lasagabaster 85).

Mercer (2011) reinforces this with her research on language learner self-concept, showing that attitudes towards English are closely tied to learners’ self-

image. Those who feel alienated from the identity of an English speaker often view their errors as personal failures rather than natural developmental stages (Mercer 294).

The final statement “I don't want to give much attention to English.” is indicative of motivational erosion, often resulting from repeated failure, lack of relevance, or conflicting academic priorities. Csizér and Dörnyei (2005) found that learners with disengaged attitudes were less likely to participate in interaction, regardless of their proficiency. This disconnection from English was rooted in negative beliefs about its personal or cultural value (Csizér and Dörnyei 428).

Baker (1992) had already anticipated this issue, arguing that language learning is always ideological. If English is seen as disconnected from the learner's cultural, educational, or occupational needs, motivation decreases substantially. Effective instruction, therefore, must align linguistic goals with learners' personal realities (Baker 54).

The category ‘Attitude of the Students’ is firmly grounded in the socio-educational and motivational literature of language acquisition. Each item addresses a distinct yet interconnected attitudinal barrier: perceptions of difficulty, fear of social judgment, perceived elitism, and lack of relevance. The research clearly shows that these beliefs hinder learners' interaction and willingness to communicate. However, attitudes are not fixed traits. With motivational strategies, identity-sensitive instruction, and culturally responsive pedagogy, learners' perceptions can be reshaped, leading to increased participation and communicative success. This

category thus provides a crucial diagnostic lens for understanding and transforming learner engagement with English.

2.8.9 Category 9 - Lack of Motivation: Theoretical Underpinnings

Motivation is perhaps the most influential affective factor in language acquisition. Its presence or absence not only determines learners' interactional behaviour but also influences long-term achievement, retention, and linguistic confidence. This category explores demotivating beliefs that obstruct learners from participating in communicative English practices. Drawing on Self-Determination Theory (Deci and Ryan, 1985), Dörnyei's L2 Motivational Self System (2009), and Gardner's Socio-Educational Model (1985), this section validates each statement in light of its psychological, pedagogical, and socio-cultural implications. Lack of motivation is not static; reshaped through contextual changes, classroom climate, learner autonomy, and goal alignment.

2.8.9.1 Salient Features of Supporting Research

The item "I do not see the point of learning English." and "I don't take special effort for learning English because it is tough." aligns with expectancy-value theory, which posits that learners disengage when they do not believe their effort will yield success. According to Csizér and Dörnyei (2005), learners with low expectations of success display significantly less learning effort and lower willingness to engage in interactive tasks. The belief that English is too difficult leads to avoidance, not perseverance (Csizér and Dörnyei 23).

This belief is symptomatic of low self-efficacy, a construct discussed in Noels (2001), who found that when learners perceive themselves as lacking

competence, motivation deteriorates and language use is minimised. The result is a cycle of inaction reinforced by self-doubt (Noels 122).

The second item “I feel unmotivated to improve my English skills” and “Textbook English is only for marks; I don’t use it outside classroom” reflects instrumental devaluation. As Chambers (1999) observed, when learners fail to see how textbook content connects to real-life language use, their intrinsic motivation wanes. They come to regard English as an academic hurdle rather than a communicative tool (Chambers 47).

Ushioda (2001) further argues that when learning tasks lack personal relevance or purpose, learners disengage. Contextual alignment between classroom materials and learners’ goals is therefore essential to maintaining interactional motivation (Ushioda 96).

The third statement “I do not care about participating in English class.” and “I don’t have positive vibes while studying English.” highlight an affective component of demotivation. Williams and Burden (1997) emphasise that emotional experiences in the classroom strongly influence motivation. If the learning environment induces stress, boredom, or negativity, learners are unlikely to initiate interaction or maintain effort (Williams and Burden 134).

Deci and Ryan (1985) reinforce this finding through Self-Determination Theory, which distinguishes between autonomous (self-driven) and controlled (externally imposed) motivation. Learners must feel emotionally invested and psychologically safe to sustain motivation. Without internal affirmation or interest, they disengage (Deci and Ryan 64).

The statement “I lack the drive to practise English outside of lessons.” and “Since I know I cannot improve much, I don't try to learn English” represents a clear case of amotivation, defined as a state in which learners feel powerless and see no value in effort. This is addressed by Gardner (1985) who posits that integrative motivation, the desire to engage with the language and its speakers, is a powerful counterforce to such defeatism. Learners lacking integrative or instrumental motivation will seldom take the initiative to interact (Gardner 10).

According to Shoaib and Dörnyei (2005), such motivational collapse is not irreversible. Through emotionally responsive classroom practices and opportunities for small successes, motivation can be gradually rekindled. Learners begin to view improvement as possible and interaction as worthwhile (Shoaib and Dörnyei 221).

The final item “I often think English learning is a waste of time.” and “My motivation to study English is inconsistent.” are best understood through Dörnyei's L2 Motivational Self System (2009), which introduces the concepts of the Ideal L2 Self and the Ought-to L2 Self. Learners with inconsistent motivation often lack a vivid vision of themselves as successful English users. Without this ideal self-image, effort fluctuates and wanes over time (Dörnyei 21).

Ryan (2009) expands on this by suggesting that inconsistency in motivation reflects a weak L2 identity. Learners who do not see English as part of their future or social identity often show erratic effort. Aligning the learning process with personal and professional aspirations strengthens identity and stabilises motivation (Ryan 134).

The category nine 'Lack of Motivation' is substantiated by foundational and contemporary theories in second language motivation. Each statement reflects specific motivational deficits such as perceived difficulty, task irrelevance, emotional disengagement, hopelessness, and inconsistency. The research confirms that motivation is dynamic, highly context-sensitive, and deeply tied to learner identity and classroom experience. Importantly, none of these deficits are fixed. With strategic intervention through autonomy-supportive teaching, relevant content, and vision-building practices learners can overcome motivational stagnation and re-engage with English interaction. This category offers an essential lens for diagnosing and addressing the roots of language disengagement in both formal and informal learning environments.

2.8.10 Category 10 - Cultural and Religious Conflict: Theoretical

Underpinnings

The relationship between English language learning and cultural or religious identity is both complex and contentious. In many global contexts, English is not merely viewed as a neutral communicative tool but rather as a bearer of Western cultural values, secular ideologies, and postcolonial power. The category Cultural and Religious Conflict probes how these perceptions affect learners' willingness to interact in English. Drawing on theories of language ideology, cultural identity negotiation, and postcolonial resistance, this category interrogates how learners' socio-religious frameworks may obstruct their engagement with English. Techniques such as Transactional Analysis (TA) and Neuro-Linguistic Programming (NLP) offer

potential pathways for reconciling identity tensions and reframing English as compatible with rather than contrary to local values.

2.8.10.1 Salient Features of Supporting Research

The first item, “I feel that speaking English distances me from my cultural identity” and “English belongs to westerners; it has no special relevance to me” draw on the ideology of linguistic ownership and cultural otherness. Pennycook (1994) argues that English has historically been constructed as a vehicle of colonial power and modernity, marginalising local epistemologies. In many non-Western societies, learners associate English with foreignness and thus refrain from prioritising it within their identity development (Pennycook 7).

Canagarajah (1999) strengthens this view by showing that learners in postcolonial settings often resist English as a form of symbolic opposition to cultural assimilation. When English is perceived as a Western imposition, learners may consciously or unconsciously devalue its educational significance (Canagarajah 42).

Another statement “I worry that others in my culture may disapprove of me speaking English.” and “English is a weapon by which students go astray.” reveals a profound fear that learning English entails moral or spiritual deviation. Haeri (2003) studied similar perceptions in Egypt, where English was viewed as a secular or liberalising influence, often incompatible with Islamic orthodoxy. Such perceptions can cause affective dissonance and reduce student participation in English-language activities (Haeri 122).

Zein (2017) confirms that in many Islamic contexts, English is regarded with suspicion due to its historical and ideological links to Western culture. Learners may

experience guilt or cognitive conflict when using English, especially if the learning environment lacks affirmation of their religious identities (Zein 297).

The third statement “Using English feels like rejecting my mother tongue.” and “My parents discourage speaking English at home.” highlight the role of familial and intergenerational influence in shaping language ideologies. Banda (2009) explains that families may view English as a class marker or an alienating force that distances children from traditional values and local languages. In such environments, English becomes a source of familial disconnection and symbolic threat (Banda 247).

Norton (2000) explores this dynamic through the lens of identity negotiation, showing how learners’ linguistic choices are shaped by family expectations, gender norms, and communal belonging. If speaking English is perceived as an act of cultural betrayal, learners may deliberately avoid or underperform in the language (Norton 56).

The statements “I feel guilty when I use English instead of my native language” and “English language and my faith move in opposite directions” are a direct reflection of identity fragmentation, a phenomenon Block (2007) identifies as central to second language learning in socially conservative settings. Learners who perceive their faith and English as oppositional often experience internal conflict, resulting in silence, self-censorship, or rejection of interactional opportunities (Block 92).

Kubota (2002) observes similar dissonance in Japanese classrooms, where English is often viewed as a conveyor of liberal and secular ideologies, thereby

clashing with traditional or spiritual worldviews. Learners may develop ambivalence towards the language, even while understanding its practical utility (Kubota 299).

The final item “I sometimes think learning English is a form of cultural betrayal.” and “Speaking English may make me misunderstood among my people.” stand out as a reflective statement that suggests resistance to stereotype. This response can be interpreted in two ways: either as a conscious rejection of cultural fear narratives, or as a defensive stance to downplay internalised stigma. Seargeant (2009) confirms that English is often symbolically linked to liberalism, cosmopolitanism, or even Westernisation. Learners must therefore negotiate whether using English alters how they are perceived within their own communities (Seargeant 76).

To resolve these tensions, Kachru (1996) advocates for a localised ownership of English, urging educational systems to reconceptualise the language as pluralistic and culturally neutral. When learners perceive English as adaptable to local values, they are more likely to engage in it without compromising their identity (Kachru 31).

The category ten ‘Cultural and Religious Conflict’ provides a critically essential lens for understanding learner resistance to English, particularly in non-Western, religiously grounded contexts. Each statement reveals underlying tensions between English and cultural belonging. The research affirms that learners are not merely avoiding a linguistic task, they are navigating complex identity landscapes. English is perceived not as a neutral code but as an ideological symbol that can clash with familial norms, religious convictions, and national history.

The solution lies not in avoiding these tensions but in addressing them through culturally responsive pedagogy. By applying reflective teaching, affirming multilingual identities, and promoting inclusive narratives about English, educators can help learners reconcile these internal conflicts. This category thus holds profound significance for curriculum designers, policymakers, and classroom practitioners aiming to make English both accessible and acceptable within diverse cultural frameworks.

2.9 Chapter Summary and Conclusion

Chapter Two has provided a comprehensive theoretical, empirical, and methodological foundation for understanding interaction as a central construct in second language acquisition (SLA). It has demonstrated that interaction is not merely an instructional strategy but an essential cognitive, affective, and sociocultural process through which learners internalise linguistic forms, construct meaning, and develop communicative competence. The chapter has been structured to integrate diverse strands of research ranging from classical linguistic theories to contemporary classroom-based studies culminating in the formulation of a rigorously validated Interaction Questionnaire as an analytical instrument for subsequent empirical investigation.

The opening sections outlined the types of classroom interaction, presenting a typology encompassing teacher-learner, learner-learner, group, whole-class, and incidental exchanges. Each mode of interaction was examined through a pedagogical and theoretical lens, demonstrating that communicative development

thrives in environments where learners are both supported and challenged. Teacher-learner interaction, guided by models such as the Initiation-Response-Feedback sequence, was shown to structure classroom discourse while offering opportunities for scaffolding and corrective feedback. Conversely, peer and group interactions were recognised as catalysts for autonomy, confidence, and socio-affective engagement. The inclusion of incidental and non-verbal forms of interaction highlighted the multimodal nature of communication, underscoring that learning is embedded not only in words but also in gestures, proxemics, and affective cues.

Building upon this pedagogical foundation, the theoretical section situated interaction within major paradigms of SLA, including the Universal Grammar hypothesis, behaviourist learning theory, cognitive frameworks, and interactionist perspectives. While Universal Grammar explains the innate mechanisms of linguistic competence, it was acknowledged that interactionist and sociocultural theories provide a more comprehensive explanation of how language is acquired in classroom settings. The cognitive and interactionist models, particularly those of Long, Swain, and Gass, revealed that negotiation of meaning, feedback, and output modification are pivotal mechanisms through which learners progress in their interlanguage systems. Vygotsky's Sociocultural Theory and the concept of the Zone of Proximal Development (ZPD) added an essential social dimension, affirming that interaction mediates not only linguistic acquisition but also cognitive and affective development.

The subsequent sections synthesised approaches to interaction in SLA, demonstrating how sociocultural, cognitive, and constructivist orientations converge to produce a multifaceted understanding of language learning. The sociocultural approach illuminated the role of mediation, collaboration, and scaffolding, while the cognitive perspective explained attention, memory, and information processing. The constructivist viewpoint, drawing upon Piaget and Bruner, reinforced the idea that knowledge is actively constructed through interaction. Together, these paradigms justified the adoption of communicative, cooperative, and task-based methodologies in the language classroom, all of which operationalise interaction as the primary vehicle for learning.

The empirical review further strengthened this argument by collating a wide body of international research that affirms the transformative potential of interaction in language learning. Studies by Wang and Castro, Ibrahim, Khadidja, and others demonstrated empirically that meaningful classroom interaction enhances grammatical awareness, speaking fluency, and confidence while mitigating anxiety and fear of error. Research from diverse contexts China, the United Arab Emirates, Nigeria, Indonesia, and Sri Lanka collectively indicated that interactive classrooms foster greater linguistic competence and social engagement. The studies also revealed persistent challenges, including teacher dominance, limited interactional space, and cultural or institutional barriers that inhibit learner participation. Importantly, affective factors such as rapport, motivation, and identity were

identified as critical mediators of interactional success, reaffirming that language acquisition is both an intellectual and emotional enterprise.

In its final sections, the chapter detailed the formulation and validation of the Interaction Questionnaire, a research instrument meticulously designed to examine ten key constructs influencing learner interaction. These constructs ranging from interaction patterns, fear of mistakes to rapport with teachers, anxiety, motivation, and cultural conflict etc. were derived from an extensive synthesis of theoretical and empirical literature. The chapter outlined the methodological rationale for their inclusion, demonstrating that each category represents an empirically substantiated dimension of classroom interaction. The validation of these categories through scholarly cross-referencing ensures that the questionnaire possesses both theoretical coherence and practical relevance, capable of capturing the complex interplay of cognitive, affective, and sociocultural factors that shape communicative behaviour.

The chapter concludes by affirming that interaction occupies a central position in both the theory and practice of SLA. It functions as the dynamic interface between linguistic input and output, cognition and emotion, individual agency and social structure. The convergence of theoretical models and empirical evidence presented here establishes a comprehensive framework for examining how classroom discourse contributes to language acquisition. The development of the Interaction Questionnaire signifies a major step towards operationalising these insights, providing a tool that enables systematic investigation into the conditions, barriers, and facilitators of learner interaction.

Ultimately, Chapter Two has bridged the gap between theoretical abstraction and empirical application. By tracing the evolution of interaction from a conceptual construct to a measurable pedagogical phenomenon, it has set the stage for the experimental research that follows. The forthcoming chapter will build upon this foundation by applying the validated instrument to empirical contexts, thereby advancing understanding of how interactive processes can be harnessed to enhance communicative competence, linguistic confidence, and learner autonomy in second language classrooms using interventions.

Chapter Three

Neuro-Linguistic Programming: Theory and Praxis

3.0 Introduction

The field of Second Language Acquisition (SLA) has long acknowledged the pivotal role that interaction plays in facilitating communicative competence and language development. A substantial body of scholarly research has established that interaction enhances the negotiation of meaning and the internalisation of language forms, thereby accelerating the acquisition process (Long 435; Swain 125; Vygotsky 86). Within this framework, the English Language Teaching (ELT) community has consistently sought methodologies that not only support linguistic proficiency but also address affective and psychological dimensions of learner engagement.

Neuro-Linguistic Programming (NLP) has emerged as one such innovative paradigm. Originally developed by Richard Bandler and John Grinder in the 1970s, NLP was conceived as a model for understanding and reproducing excellence in communication and behavioural change (Bandler and Grinder 12). Though it has its origins in psychotherapy and cognitive behavioural disciplines, NLP has increasingly been adapted for educational contexts, particularly in language classrooms where both cognitive strategies and emotional states significantly impact learner performance.

In the context of ELT, NLP offers a multidimensional approach to enhancing classroom interaction. It integrates insights from cognitive psychology, linguistics,

and communication studies to equip learners and educators with practical tools for managing communication challenges, emotional blocks, and motivational lapses (Tosey and Mathison ; Revell and Norman 58). The fundamental premise of NLP lies in its ability to restructure subjective experiences through linguistic patterns and mental strategies. This capability makes it particularly suitable for addressing affective filters such as anxiety, fear of mistakes, and low self-esteem, which, as Krashen, Gardner, and Horwitz have demonstrated, are among the primary inhibitors of successful language acquisition (Krashen 31; Gardner 145; Horwitz et al. 128). A central premise in NLP is that experience is subjective and that individuals construct internal models of the world, which guide their behavioural responses. In classroom contexts, this principle supports the personalisation of instruction, allowing teachers to adapt delivery styles to align with students' perceptual preferences and motivational schemas (Daulay et al.).

The present chapter serves as an in-depth theoretical investigation into the principles and applications of Neuro-Linguistic Programming within the sphere of English language learning. It builds directly upon the previous chapter, which analysed interactional barriers in language classrooms. By aligning NLP methods with those barriers, this chapter aims to substantiate the claim that NLP can serve not merely as an ancillary pedagogical strategy but as a central framework for fostering learner interaction, motivation, and communicative competence.

The chapter is organised into sections to provide a comprehensive analysis. The first section presents a conceptual and historical overview of NLP, defining its core elements, namely, the neurological processes, linguistic systems, and

behavioural programmes that form the basis of communicative acts. The second section details the NLP communication model, underlying assumptions, and learning styles, drawing attention to their practical relevance in second language pedagogy. The third section discusses seven primary NLP techniques and how they facilitate enhanced communication and learner engagement in the ELT context. The fourth section offers a synthesis of empirical studies that have employed NLP in language education settings, illustrating its effectiveness through real-world applications. Finally, the fifth section summarises the critical implications of the reviewed literature, providing a rationale for integrating NLP as a systematic tool in ELT methodology.

Through a detailed theoretical and empirical investigation, this chapter endeavours to offer a robust scholarly foundation for the subsequent analysis of NLP's pedagogical impact. It demonstrates how NLP aligns with the goals of interactionist SLA theory while extending its scope by offering structured techniques to address the multifaceted challenges faced by learners and teachers in English language classrooms.

3.1 Conceptual and Historical Foundations of Neuro-Linguistic Programming (NLP)

3.1.1 Historical Development and Origins

The historical roots of Neuro-Linguistic Programming (NLP) trace back to the early 1970s at the University of California, Santa Cruz, where Richard Bandler, a student of mathematics and computer science, and John Grinder, a professor of linguistics, collaborated to develop a methodology to understand and replicate

human excellence, especially in the domain of therapy and communication. Their joint intellectual venture was premised on the curiosity to decipher how outstanding therapists such as Fritz Perls, Virginia Satir, and Milton Erickson achieved consistent therapeutic breakthroughs with clients. This venture culminated in the co-authored publication *The Structure of Magic* Volumes I and II, seminal works that laid the linguistic and epistemological foundation for NLP (Bandler and Grinder 1975).

Bandler and Grinder's interdisciplinary approach incorporated multiple intellectual traditions. Fritz Perls contributed the insights of Gestalt therapy, highlighting the importance of direct experience and the integration of body and mind. Virginia Satir, a pioneer in family therapy, offered frameworks for empathetic communication and reframing of internal narratives. Perhaps most influential was Milton H. Erickson, whose work in hypnotherapy demonstrated how language, suggestion, and metaphor could influence the subconscious mind. Through the modelling of these figures, Bandler and Grinder derived syntactic and semantic patterns believed to be crucial in therapeutic success (Bandler and Grinder 82; Vlad, Carmen, and Boros 53).

Besides, the anthropologist and cyberneticist Gregory Bateson, who served as a mentor and intellectual guide to the NLP founders, played a significant role in conceptualising NLP's systemic and communicational orientation. Bateson's cybernetic principles of ecology, recursive systems, and feedback loops informed NLP's core epistemology, particularly in relation to human cognition, language processing, and behavioural change (Bateson vii; Grinder 118).

At its inception, NLP emerged within the larger framework of humanistic psychology, aligning with the existential and experiential ideals propagated by theorists such as Carl Rogers and Abraham Maslow. It was seen as a metadisciplinary tool aimed at understanding and improving subjective human experience through communication. NLP's philosophical stance proposed that individuals do not respond to reality itself, but rather to their internalised representations of reality, representations formed through neurological filters, linguistic codification, and behavioural strategies (Pecha 12; Helm 34; Zeba 141).

One of the central constructs introduced by NLP was the notion of *modelling*, defined as the systematic identification and replication of the thought patterns, beliefs, and behaviours of exemplary performers. As Dilts asserted, NLP's modelling aims "not to find one correct description, but to build an instrumental map that enables application in a beneficial manner" (Dilts 30). Modelling thus underpins the methodology of NLP, enabling learners and practitioners to reproduce the excellence observed in expert communicators, educators, or leaders.

Furthermore, NLP's framework is tripartite, consisting of *Neuro* (the sensory experience and neurological processing), *Linguistic* (the structure and function of language), and *Programming* (the patterned responses or behavioural strategies). Together, these components form an integrated model of human subjectivity, positing that one's perceptions, thoughts, and communication are interdependent and malleable (Bandler and Grinder 81; Henni 19-20; Saman 7).

NLP is both a theory and a methodology. Its theoretical stance aligns with constructivism, proposing that reality is constructed through individual perception

and interpreted through internal filters. In application, NLP is a methodology aimed at facilitating change through language and behaviour. It offers tools such as anchoring, reframing, calibration, representational systems, and perceptual positioning etc. all designed to modify patterns of thought and enhance communicative effectiveness (Mathison 39; Thornbury 394; Revell and Norman 89).

In educational contexts, the application of NLP is gaining increasing scholarly attention. NLP offers language educators practical strategies for enhancing classroom interaction, building rapport, motivating learners, and managing classroom dynamics effectively. The approach recognises learner diversity in cognitive styles and provides frameworks to facilitate differentiated instruction. Research by Millroad and Fletcher supports the view that NLP fosters self-efficacy and collaborative learning environments, thus enhancing communicative competence (Millroad 109; Fletcher 20).

The development of NLP during the 1970s by Bandler and Grinder was deeply influenced by the therapeutic wisdom of Perls, Satir, and Erickson, and the systemic insights of Bateson. By integrating elements from linguistics, cybernetics, psychotherapy, and cognitive psychology; NLP established itself as a dynamic model of communication and learning. Its foundational principle of modelling excellence continues to inform applications in education, therapy, business, and personal development.

3.1.2 Definitions and Theoretical Orientation

Neuro-Linguistic Programming (NLP), a conceptually rich and interdisciplinary framework, was originally developed as a meta-model of human

communication and excellence. It draws from the disciplines of linguistics, neurology, and behavioural psychology. In its essence, NLP examines how language and internalised patterns of thought affect behaviour, perception, and communication. The term "Neuro-Linguistic Programming" itself encapsulates the foundational elements of this model: "Neuro" refers to the neurological processes through which individuals receive and process sensory information; "Linguistic" pertains to the use of language in shaping cognitive maps and experiences; and "Programming" denotes the behavioural strategies or scripts derived from these experiences (Bandler and Grinder 12). These components operate in tandem to form a representational system that drives human action and interaction.

The theoretical orientation of NLP is informed by a constructivist, experiential, and systemic worldview. Constructivist learning theory, which posits that learners construct knowledge actively rather than receive it passively, undergirds much of NLP's cognitive architecture. This aligns closely with Piagetian and Vygotskian models of learning, both of which emphasise meaning-making through interaction and internal representation. NLP is also deeply experiential, prioritising the learner's subjective experience as the site for transformation. As Dilts has pointed out, experiential processes such as visualisation, metaphor, and kinaesthetic anchoring become tools for accessing internal states and modifying behaviour (Dilts 54). Finally, NLP is systemic in that it sees communication as a dynamic system, where internal representations, beliefs, and external linguistic behaviour co-evolve and influence each other.

Bandler and Grinder's approach was heavily influenced by their modelling of therapeutic geniuses such as Fritz Perls (Gestalt Therapy), Virginia Satir (Family Therapy), and Milton Erickson (Hypnotherapy). Through systematic observation and modelling, they identified recurring patterns in language, behaviour, and interpersonal influence, which were later codified as NLP techniques. These patterns were not derived from statistical generalisations but from what they termed "modelling excellence" that is, identifying and replicating the cognitive and linguistic strategies of high-performing individuals (Tosey and Mathison 37).

From a pedagogical perspective, NLP stands out by promoting adaptability and learner-centredness, thus contrasting sharply with more traditional, input-focused approaches in Second Language Acquisition (SLA). Whereas Krashen's Input Hypothesis prioritises comprehensible input as the primary condition for language acquisition (Krashen 21), and Swain's Output Hypothesis foregrounds the learner's production of language as key to internalisation (Swain 172), NLP asserts that the learner's internal representational system plays an equally critical role in mediating language behaviours. By working within the learner's preferred sensory modalities such as visual, auditory, kinaesthetic, etc., educators can individualise instruction and improve interaction (Grinder and Bandler 48).

Furthermore, in comparison with interactionist SLA theories such as Long's Interaction Hypothesis, which posits that negotiation of meaning is essential for language development (Long 451), NLP offers a deeper psychological complement by addressing the affective and perceptual states that underlie successful negotiation. Where SLA theories may focus on the mechanics of interaction, NLP intervenes at

the level of belief systems, motivational states, and sensory processing, elements often overlooked in cognitive-linguistic models.

In short, the theoretical foundation of NLP offers a multidimensional framework for understanding and enhancing classroom interaction in English Language Teaching (ELT). Its constructivist and experiential orientations position the learner not merely as a receiver of linguistic data but as an active, sensory-engaged, belief-driven participant in the learning process. In contexts where affective factors such as fear, anxiety, or low self-concept hinder learner engagement, NLP provides practical strategies to reframe these barriers and foster productive classroom communication.

3.1.3 Foundational Presuppositions of NLP

Neuro-Linguistic Programming (NLP), as a transformative methodology rooted in modelling successful human behaviour, is underpinned by a series of foundational presuppositions that shape its theoretical and applied dimensions. These presuppositions, often termed guiding beliefs or operational principles, inform how NLP practitioners interpret human experience and behaviour, particularly in contexts of communication and learning. In the educational domain, especially in the acquisition of second languages, these presuppositions serve as cognitive and behavioural frameworks that facilitate learner engagement, reduce affective barriers, and enhance communicative competence.

One of the core presuppositions of NLP is that the "map is not the territory," a concept derived from Alfred Korzybski's general semantics and popularised within NLP by Bandler and Grinder. This principle suggests that individuals do not respond

to the world itself but to their internal representations of it (Dilts 15). In language learning classrooms, this principle implies that students' interpretations of English, its perceived difficulty, or their linguistic self-concept are not objective realities but subjective constructions. Teachers applying this principle encourage learners to reassess limiting beliefs and reconstruct their internal maps to foster a more empowering orientation towards the English language.

Another essential presupposition holds that "every behaviour has a positive intention." In the context of second language learning, avoidance, silence, or hesitancy are not necessarily signs of incapacity but are protective behaviours rooted in past experience or self-preservation mechanisms. Understanding these behaviours from a non-judgemental stance enables educators to reframe student responses as adaptive rather than deficient, thereby nurturing an atmosphere of empathy and trust (Tosey and Mathison 107).

Further, NLP posits that "there is no failure, only feedback." This presupposition aligns closely with contemporary pedagogical principles that regard errors not as obstacles but as essential components of learning (Revell and Norman 68). In language classrooms, this belief redefines mistakes in pronunciation, grammar, or fluency as invaluable data that inform future improvement. When reinforced by teachers, this view supports learner resilience and reduces fear of public embarrassment.

Another foundational belief in NLP is that "the meaning of communication is the response it elicits." This insight encourages a shift from a speaker-focused to a listener-focused orientation in classroom interaction. Teachers and students are

reminded that effective communication lies not merely in the intent behind an utterance but in its impact on the interlocutor. Such awareness encourages adaptive communication strategies, especially vital in second language classrooms where misinterpretation and breakdowns are common.

Also central to NLP is the presupposition that "people have all the resources they need to succeed." This tenet promotes the idea that learners already possess the internal capabilities necessary for language acquisition, although these may require activation or restructuring. Applied in classrooms, it fosters learner autonomy, confidence, and ownership of language learning processes. This belief resonates with constructivist approaches that empower learners to be architects of their own development (O'Connor and Seymour 34).

A related principle maintains that "if one person can do something, it is possible to model it and teach it to others." As NLP emerged from modelling the strategies of successful communicators and therapists, this belief verifies the value of vicarious learning. In ELT, it validates the use of peer modelling, observation, and replication of successful communicative behaviours as pedagogic strategies. This idea aligns with Bandura's Social Learning Theory and Vygotsky's notion of mediated learning, both of which remain influential in SLA research.

In practical classroom terms, these presuppositions manifest in various interactional techniques. For instance, a teacher employing the "no failure, only feedback" principle might encourage learners to self-assess oral performances without punitive correction. The "map is not the territory" insight may lead an instructor to explore students' beliefs about English through guided reflection,

unearthing the internal narratives that shape their engagement. The presupposition that “resistance in a student is a sign of lack of rapport” could prompt the educator to adapt their communicative style to better match the representational system (visual, auditory, kinaesthetic) preferred by the learner, thereby enhancing receptivity and cooperation (Andreas and Faulkner 54).

These foundational principles collectively create a pedagogical ethos that is learner-centred, empathetic, and deeply cognisant of the internal worlds students inhabit. Rather than imposing rigid techniques, NLP provides educators with a flexible meta-model of human behaviour, enabling tailored responses to diverse learner needs. In the field of English language teaching, this epistemological orientation supports a communicative, reflective, and affect-sensitive approach that holds significant promise for facilitating sustained classroom interaction.

3.2. NLP and Classroom Interaction

3.2.1 Overview of Interaction in NLP

Neuro-Linguistic Programming (NLP) conceptualises interaction not merely as linguistic transaction but as a dynamic interplay of internal representations, emotional states, and external communication. Within the domain of English Language Teaching (ELT), interaction has historically been examined through structuralist and communicative paradigms, often prioritising linguistic input and syntactic processing. In contrast, NLP reconfigures interaction through a psychological lens, interpreting it as a response to sensory filters and belief systems. The NLP communication model serves as a powerful interpretive framework for

understanding how learners engage, or fail to engage, in meaningful classroom dialogue and discourse.

At the heart of NLP's model of interaction lies the assertion that communication is shaped through three key internal processes: deletion, distortion, and generalisation. These processes determine how sensory input is filtered and represented cognitively. *Deletion* refers to the omission of certain elements of experience from conscious awareness. In classroom contexts, this might manifest when a learner ignores or fails to register non-verbal cues or peer feedback due to performance anxiety or cognitive overload (Bandler and Grinder 48). *Distortion* involves altering sensory experience, often leading to irrational fears or misjudged beliefs, for example, a student believing that one grammatical error will ruin their academic credibility. *Generalisation* is the application of a single or limited set of experiences to a broad context, such as a learner concluding they are incapable of public speaking based on one unsuccessful presentation (Dilts 20; Revell and Norman 62).

These processes are integral to the NLP communication model, which suggests that external stimuli are first interpreted through internal representational systems namely, visual, auditory, kinaesthetic, olfactory, and gustatory channels, before being encoded into meaning and behaviour. Representational systems function as cognitive filters and determine how learners receive linguistic input, store information, and respond emotionally and behaviourally. An ELT practitioner attuned to NLP principles can modify instructional methods to accommodate these

preferences, such as employing visual diagrams for visual learners or encouraging role-play for kinaesthetic learners (Grinder and Bandler 39; Pecha 41).

In the context of interaction, NLP elevates the role of affective and psychological states, which are often peripheral in mainstream SLA theories. Emotions such as fear, anxiety, excitement, and confidence are not epiphenomena but central variables in determining how students engage in speaking, listening, and collaborative tasks. NLP offers practical strategies such as *anchoring* to associate speaking situations with calm and confidence, and *perceptual positioning* to help learners reframe anxiety-inducing events by viewing them from a detached perspective (Tosey and Mathison 77; Andreas and Faulkner 81).

Compared with mainstream SLA theories, NLP does not reject cognitive interactionist frameworks but extends them. For instance, Michael Long's Interaction Hypothesis argues that modified input during interaction facilitates comprehension and interlanguage restructuring (Long 435). While this hypothesis focuses primarily on language structure and feedback, NLP addresses the internal readiness of the learner to receive and respond to that input, a perspective missing in structuralist SLA literature. Similarly, Merrill Swain's Output Hypothesis posits that productive language use is essential for linguistic development, especially through metalinguistic reflection (Swain 122). NLP complements this by focusing on the internal narratives and emotional blocks that either enable or inhibit output.

Lev Vygotsky's Sociocultural Theory, with its notion of mediated learning within the Zone of Proximal Development (ZPD), aligns closely with NLP in that both frameworks emphasise the social and affective conditions of learning.

However, where Vygotsky elaborates the role of external scaffolding by a more capable peer or teacher, NLP focuses on the learner's self-directed internal scaffolding. Through techniques such as *future pacing*, learners are guided to visualise successful interaction scenarios, thus increasing their motivation and confidence in future communicative tasks (Dilts 83).

One of NLP's distinctive contributions is its model of state-dependent communication. According to this principle, the effectiveness of classroom interaction is determined by the learner's current physiological and psychological state. Therefore, managing states through *anchoring*, *breathing techniques*, or *internal dialogue regulation* becomes essential for fostering positive classroom communication. Unlike SLA theories that foreground output and correction, NLP gives primacy to the learner's emotional landscape as a condition for linguistic risk-taking and authentic interaction (Revell and Norman 74).

Furthermore, the NLP presupposition that "the meaning of communication is the response it elicits" shifts responsibility for successful interaction to both sender and receiver. It encourages ELT practitioners to assess the impact of their communicative strategies based on learner engagement rather than intended outcomes. This aligns with reflective teaching practices and ensures that interaction remains reciprocal and inclusive (O'Connor and Seymour 56).

In sum, NLP offers a highly nuanced framework for interpreting and enhancing interaction in ELT classrooms. Its integration of cognitive filters, emotional regulation, and representational flexibility offers a unique extension to interactionist SLA models. While Long, Swain, and Vygotsky provide foundational

insights into how interaction supports language acquisition, NLP offers tools for activating the psychological readiness essential for interaction to occur meaningfully. Thus, NLP not only complements but enriches the pedagogical landscape of English language instruction.

3.2.2 NLP Techniques Mapped to Ten Interactional Challenges in Classroom

This section presents a comprehensive theoretical and practical mapping of core Neuro-Linguistic Programming (NLP) strategies to the ten empirically validated categories of the classroom interaction questionnaire. Each category encapsulates a specific pattern of behavioural or affective traits that either facilitate or obstruct communicative competence in English language learning contexts. The relevance of NLP in this regard lies in its dual capacity to address both surface-level communicative behaviours and deep-rooted cognitive-emotional patterns. Drawing from its foundational principles of representational systems, meta-programmes, belief change, and behavioural modelling, NLP enables targeted pedagogical interventions to transform limiting tendencies into constructive engagement.

3.2.2.1. Interaction Pattern in Classroom

In the domain of classroom interaction patterns, Neuro-Linguistic Programming (NLP) offers strategic techniques that directly address imbalances in communicative participation, particularly those arising from teacher-dominated discourse or student passivity. NLP conceptualises the classroom as a communicative ecosystem in which both teachers and learners co-construct the flow of interaction. When communication becomes unidirectional, learning is often reduced to reception rather than co-creation. To counteract this, NLP recommends

the use of *Pacing and Leading*, *Rapport Building*, and *Outcome Framing* as pedagogical interventions to restructure interaction patterns and foster learner engagement.

Pacing and Leading, central to communicative methodology of NLP, involve initially aligning with a learner's behavioural and psychological state (pacing), and then gradually guiding them towards new, more effective communicative behaviours (leading). In a language classroom, this could involve matching a student's tempo of speech, level of formality, or posture before introducing new linguistic structures or encouraging spontaneous speech. According to Grinder and Bandler, pacing affirms the learner's subjective experience and reduces psychological resistance, thereby increasing the likelihood of acceptance when the teacher begins to lead the interaction in a new direction (Grinder and Bandler 76).

This pacing-leading sequence is complemented by *Rapport Building*, another cornerstone of NLP's interactional framework. Rapport is established through a combination of verbal and non-verbal synchronisation. Teachers who match learners' breathing patterns, body language, intonation, or sensory language cues (e.g., using more visual descriptors for visual learners) create a subconscious sense of familiarity and comfort. Such mirroring increases affective alignment, which in turn facilitates openness and mutual trust, conditions essential for dialogic interaction (Revell and Norman 37). In classrooms where rapport is weak or absent, interaction often becomes mechanical or inhibited, and learners may become reluctant to take communicative risks.

A further critical strategy is *Outcome Framing*, which refers to the articulation and alignment of lesson goals with the learner's values and motivations. Tosey and Mathison assert that when classroom interaction is framed in terms of shared outcomes such as collaborative success or mutual understanding, students are more likely to invest emotionally and intellectually in the communicative process (Tosey and Mathison 41). Outcome framing transforms classroom tasks from teacher-imposed exercises into personally meaningful challenges, thereby fostering intrinsic motivation and cooperative engagement.

Together, these NLP strategies help shift classroom interaction from a didactic, teacher-led model to a participatory, learner-centred one. They provide the psychological scaffolding required for learners to feel safe, seen, and capable of contributing meaningfully to discourse. As a result, interaction becomes more reciprocal and generative, supporting the goals of communicative language teaching and interactionist SLA theories. Moreover, these strategies resonate with constructivist educational principles, which view learning as socially negotiated and contextually grounded.

When applied systematically, *Pacing and Leading*, *Rapport Building*, and *Outcome Framing* reduce the affective and cognitive barriers that inhibit student talk. They help dismantle the hierarchical nature of classroom discourse and enable learners to claim ownership of their linguistic development. Importantly, these techniques also promote inclusivity, as they account for individual learner differences in cognitive style, emotional readiness, and motivational orientation.

3.2.2.2. Fear of Making Mistakes

Among the most persistent affective barriers to effective interaction in English Language Teaching (ELT) is the fear of making mistakes. This fear is frequently manifested through speech hesitation, avoidance behaviours, and a general reluctance to participate in classroom communication. Neuro-Linguistic Programming (NLP) offers a triad of highly relevant interventions such as *Reframing*, *Anchoring*, and *Visual-Kinaesthetic Dissociation*, which collectively aim to transform learners' emotional associations with linguistic errors.

Reframing involves altering the meaning attributed to a specific experience without changing the experience itself. In the context of ELT, reframing enables learners to reinterpret linguistic errors not as evidence of incompetence but as necessary and constructive elements of the language acquisition process. By helping students perceive errors as indicators of developmental progress, reframing aligns with both constructivist pedagogy and the principles of positive psychology. Revell and Norman affirm that effective reframing fosters a growth-oriented mindset, allowing learners to engage in risk-taking and authentic interaction without the paralysing fear of judgement (Revell and Norman 63).

Anchoring is a technique that associates a positive emotional state such as confidence, calmness, or enthusiasm, with a specific stimulus, such as a physical gesture, a word, or a spatial location in the classroom. When properly conditioned, these anchors can be activated during high-pressure communicative tasks to regulate emotional states and enhance performance. For instance, a learner who previously experienced success during a pair-speaking task might be guided to recall that

memory and anchor the associated confidence to a tactile cue. This process enables immediate access to empowering emotional states, thereby reducing anxiety during subsequent interactions (Bandler and Grinder 72).

Visual-Kinaesthetic Dissociation is a more advanced NLP strategy used to desensitise learners to traumatic or anxiety-inducing linguistic experiences. The learner mentally "views" a past failure such as being corrected harshly or laughed at while speaking English, from a dissociated perspective, akin to watching oneself in a movie. This cognitive distancing reduces the emotional charge of the event, enabling the learner to revisit it with neutrality or insight. When used ethically and correctly, this technique contributes significantly to breaking the cycle of performance anxiety that stems from past negative classroom experiences (Tosey and Mathison 54).

Together, these NLP strategies offer a robust toolkit for educators seeking to create psychologically safe classrooms where fear of mistakes does not inhibit linguistic development. By addressing both the cognitive interpretations and emotional residues of error-making, NLP interventions promote resilience, enhance self-efficacy, and encourage consistent engagement in classroom interaction.

3.2.2.3. Rapport with Teachers

Rapport between teachers and students constitutes a cornerstone of effective classroom interaction, particularly in second language acquisition contexts. A high-quality rapport facilitates openness, encourages linguistic experimentation, and reduces the social barriers that typically inhibit classroom communication. Neuro-Linguistic Programming (NLP) offers a range of precise and ethically grounded

techniques to establish and maintain this rapport, most notably *Mirroring*, *Matching Representational Systems*, and *Pacing*.

Mirroring is a non-verbal rapport-building strategy that involves subtly matching the student's posture, gestures, breathing patterns, and vocal qualities. This technique, when applied sensitively, creates a subconscious sense of similarity and comfort. Grinder and Bandler assert that such physiological alignment fosters what they term "deep rapport," wherein communicative partners become more attuned to each other's cognitive and emotional states (Grinder and Bandler 84). In the ELT context, teachers who mirror their students during communicative exercises can enhance learner receptivity and foster a sense of relational safety, which is crucial for promoting spontaneous language use.

Matching Representational Systems refers to the practice of aligning one's language and teaching style with the learner's preferred sensory modality such as visual, auditory, or kinaesthetic. For example, visual learners respond better to diagrams and written input, auditory learners benefit from oral instruction and discussion, and kinaesthetic learners thrive on physical engagement with language activities. By diagnosing and adapting to these preferences, teachers can create a communicative environment that feels intuitively accessible to all learners. Revell and Norman highlight that matching representational systems deepens cognitive resonance and promotes trust, thereby enhancing learner confidence and willingness to participate (Revell and Norman 45).

Pacing, previously discussed in relation to classroom interaction patterns, also plays a crucial role in rapport formation. It involves temporarily matching a

learner's pace of speech, energy level, or cognitive tempo before gradually leading them towards new patterns of engagement. In practical terms, this might involve a teacher initially accepting a student's hesitancy before introducing more dynamic forms of speech participation. This creates a perception of mutual respect and attunement, which serves as a foundation for sustained classroom rapport.

These NLP techniques are particularly valuable in multicultural and multilingual classrooms, where students may carry varying cultural assumptions about authority, participation, and interpersonal space. By using mirroring, pacing, and sensory matching, teachers can bridge cultural gaps and foster inclusive communicative environments. Ultimately, rapport is not merely a relational phenomenon but a pedagogical condition that enables meaningful linguistic interaction. NLP's focus on rapport as a precondition for influence and learning places it in alignment with humanistic educational paradigms, reinforcing the view that effective language teaching must engage the learner not just cognitively but holistically.

3.2.2.4. Initiative in Communication

Initiative in communication, especially in a second language classroom, is a pivotal predictor of learner success. Learners who proactively engage in interactional tasks tend to exhibit higher levels of linguistic fluency, confidence, and risk-taking ability. NLP offers a suite of techniques such as *Future Pacing*, *Anchoring*, and *Outcome Visualisation*, etc., that specifically target the internal motivational frameworks necessary for initiating speech and sustaining dialogue in classroom contexts.

Future Pacing refers to the mental rehearsal of successful outcomes in forthcoming communicative situations. In practical pedagogical application, a teacher may guide learners to visualise themselves participating fluently in a classroom debate or confidently responding to a teacher's question. This technique not only reduces anticipatory anxiety but also fosters congruence between internal representations of success and actual behaviour. Dilts highlights that by neurologically pre-experiencing a desired communicative outcome, learners prime their cognitive-emotional systems for successful execution, thereby increasing the likelihood of active participation (Dilts 47).

Closely related is the use of *Outcome Visualisation*, which involves constructing vivid and emotionally charged mental images of successful interaction. Learners who visualise what confident communication looks, sounds, and feels like are more likely to seek and seize interactional opportunities. According to Tosey and Mathison, outcome visualisation contributes to goal clarity and internal motivation, two essential drivers of language output (Tosey and Mathison 58).

Anchoring complements these techniques by enabling learners to access resourceful emotional states on demand. By linking a positive emotion such as confidence or enthusiasm, to a specific stimulus (e.g., a hand gesture or a particular phrase), teachers can help learners overcome hesitation and take initiative even in high-stress interactional contexts. Anchoring thus serves as both a preparatory and responsive tool, bridging the gap between intention and action in communicative tasks.

These strategies align well with Dörnyei's L2 Motivational Self System, which posits that a learner's vision of their ideal language-using self significantly influences their engagement with the language learning process. NLP not only supports this framework but provides actionable tools for learners to construct and enact their ideal communicative selves.

3.2.2.5. Self-Consciousness While Speaking

Self-consciousness while speaking, particularly in foreign language contexts, often results in disrupted fluency, cognitive overload, and reduced communicative spontaneity. This phenomenon typically arises from hyper-awareness of self-presentation, fear of negative evaluation, or internalised perfectionism. NLP addresses these challenges through *Perceptual Positioning*, *Submodality Shifting*, and *Reframing*, each targeting different layers of the learner's internal experience.

Perceptual Positioning, sometimes referred to as the "triple position model," trains learners to mentally observe an interaction from three distinct vantage points: the first-person (self), the second-person (the interlocutor), and the third-person (an objective observer). This cognitive distancing technique helps learners disengage from their ego-driven concerns and evaluate interactions more constructively. By practising this shift, students reduce the emotional intensity associated with real-time communication, thereby enhancing objectivity and lowering anxiety (Tosey and Mathison 54).

Submodality Shifting offers a more granular intervention by adjusting the internal sensory qualities of fear-inducing images or thoughts. For example, learners may be guided to reduce the brightness, size, or volume of a mental image

associated with a past embarrassing moment in class. Such adjustments often diminish the emotional power of the image, thereby alleviating its impact on present performance. As Tosey and Mathison observe, learners who master submodality control report greater composure and resilience in speech scenarios (Tosey and Mathison 51).

Reframing, used here in an emotional rather than cognitive sense, helps learners reinterpret the meaning they assign to self-conscious experiences. Instead of viewing nervousness as a sign of incompetence, learners can be taught to see it as evidence of care or motivation. This reattribution not only reduces shame but also channels the emotion into productive energy, enhancing the quality of classroom participation.

Together, these NLP tools create a robust framework for managing the psychological aspects of oral communication. By focusing on perception rather than production, they empower learners to navigate the affective dimensions of speaking with greater self-assurance and strategic awareness.

3.2.2.6. Foreign Language Anxiety

Foreign Language Anxiety (FLA) constitutes one of the most researched affective variables in second language acquisition, known to impede input processing, limit verbal output, and increase classroom withdrawal. NLP offers targeted techniques such as, State Management, Anchoring, and the Meta Model, which collectively address both the physiological symptoms and the underlying cognitive distortions associated with FLA.

State Management is a foundational NLP practice that teaches learners to consciously regulate their emotional and physiological conditions through posture, breath control, and inner dialogue. Teachers can coach students to enter “resourceful states” before engaging in communicative tasks, thereby replacing anxiety with calm attentiveness. According to Andreas and Faulkner, state management prepares the learner’s nervous system to respond to linguistic challenges with composure rather than reactivity (Andreas and Faulkner 71).

Anchoring, as discussed previously, is employed here to help learners recall and activate states of confidence and fluency. By associating a specific sensory stimulus with a past successful communicative event, learners can stabilise their internal state even under pressure. This application is especially useful during high-stakes performances such as presentations, oral exams, or impromptu speaking tasks.

The *Meta Model*, developed by Bandler and Grinder, provides a linguistic intervention that challenges cognitive distortions expressed through generalisations, deletions, and distortions. For example, statements such as “I always fail at English” or “Everyone will laugh at me” are dissected through precise questioning. Teachers may ask, “Always?” or “Who, specifically, will laugh?” thereby forcing the learner to confront the exaggeration or vagueness of their belief. This process not only clarifies thought but often defuses irrational fears (Bandler and Grinder 1982).

These interventions are particularly significant in multilingual classrooms where FLA may be compounded by social identity concerns, peer comparison, or previous academic trauma. NLP’s comprehensive approach to emotional regulation

and belief revision thus serves as a powerful complement to traditional ELT methodologies, especially those grounded in communicative language teaching or interactionist SLA models.

3.2.2.7. Interaction Blocks

Interaction blocks in the classroom often manifest as silence, reluctance, or disengagement, and these barriers are frequently underpinned by habitual behavioural scripts or negative affective states. NLP offers strategic tools such as *Pattern Interrupts*, *Outcome Framing*, and *Reframing* to dismantle these blocks and re-establish productive communicative behaviour.

Pattern Interrupts are designed to disrupt repetitive or automatic responses that no longer serve the learner. In language classrooms, this might involve changing the rhythm of instruction, introducing humour, or using a sudden shift in tone or content to capture attention and prompt new cognitive engagement. According to Tosey and Mathison, such interruptions create a psychological “gap” in the learner’s automatic processing, allowing space for new choices in behaviour (Tosey and Mathison 58).

Once this gap has been established, *Outcome Framing* can be used to redirect attention towards shared communicative goals. Instead of focusing on rote correctness or teacher approval, learners are guided to frame interaction as a pathway to personal and collaborative achievement. This redirection transforms perceived obligations into opportunities for self-expression and peer connection.

Reframing consolidates the change by helping learners reinterpret previously limiting beliefs about their participation. For example, a student who believes they

“do not speak well” may be encouraged to see their current level as a necessary stage on the journey to fluency. Dilts highlights that reframing opens the cognitive space for more constructive narratives, replacing avoidance with intentional engagement (Dilts 65).

Together, these NLP interventions create a psychologically safe and stimulating classroom environment where interaction is encouraged, supported, and sustained.

3.2.2.8. Attitude of the Students

Learners’ attitudes toward English exert a profound influence on their interactional behaviour and long-term language acquisition. Negative perceptions, such as the belief that English is elitist, foreign, or inaccessible, often lead to disengagement and resistance. NLP counters these tendencies through *Belief Change Patterns, Anchoring, and Meta Programme Identification*.

Belief Change Patterns in NLP work by guiding learners to identify limiting beliefs, assess their validity, and substitute them with more empowering alternatives. For example, the belief “English is only for rich people” might be deconstructed by exploring its origins and then replaced with “English is a tool I can use to expand my opportunities.” O’Connor and Seymour emphasise that sustained change occurs when the new belief is embedded with emotional resonance and personal relevance (O’Connor and Seymour 44).

Anchoring reinforces the new belief by linking it to positive emotional states. If learners feel energised or proud while using English, perhaps during a successful

class performance, anchoring that state to a gesture or internal cue makes it easier to recall during future interactions.

Meta Programmes refer to unconscious cognitive patterns that shape motivation, attention, and behaviour. By eliciting a learner's dominant meta programmes such as whether they are motivated by achievement or avoidance, teachers can tailor feedback and instructional design in ways that naturally appeal to each student's decision-making system. Dörnyei's research emphasises the value of aligning classroom activities with learners' internal motivational schemas to promote sustained interaction (Dörnyei 25).

By addressing attitudes at both cognitive and emotional levels, NLP strategies empower students to reposition English as a meaningful and accessible part of their academic and personal identities.

3.2.2.9. Lack of Motivation

Motivation is a cornerstone of effective language learning. When learners lack motivation, interaction declines and the cycle of acquisition is severely disrupted. NLP proposes *Timeline Therapy*, *Goal Setting*, and *Outcome Framing* as multidimensional approaches to reignite learner motivation.

Timeline Therapy enables learners to visualise their language journey as a temporal sequence. They revisit past successes such as a positive grade or compliment, and mentally project themselves achieving future goals, such as fluent conversation or academic success in English. This technique strengthens the learner's self-concept by integrating past evidence of capability with a forward-looking vision, thereby building a sense of continuity and purpose (Dilts 91).

Goal Setting enhances this vision by providing tangible, achievable steps towards language competence. When goals are articulated using the SMART model such as Specific, Measurable, Achievable, Relevant, Time-bound, etc. They become psychologically manageable and motivating. Gardner and Dörnyei both stress the importance of clear, identity-congruent goals in sustaining long-term language engagement (Gardner 45; Dörnyei 25).

Finally, *Outcome Framing* is used to help learners link language study to broader life aspirations, such as international travel, career advancement, or cultural inclusion. When learners view classroom interaction as instrumental in achieving valued outcomes, their willingness to participate increases.

These NLP tools ensure that motivation is not treated as a fixed trait but as a dynamic construct that can be actively nurtured and restructured through thoughtful pedagogical interventions.

3.2.2.10. Cultural and Religious Conflict

In multilingual, multicultural societies, learners sometimes perceive a conflict between the acquisition of English and their cultural or religious identity. This tension may lead to passive resistance, linguistic avoidance, or even emotional distress. NLP provides ethically sensitive interventions in the form of *Identity Reframing*, *Perceptual Positioning*, and *Belief Change* to support learners in navigating this complex psychological terrain.

Identity Reframing allows learners to see English not as a threat to their cultural or spiritual identity but as a means of empowerment and communication. By repositioning English as a tool rather than a cultural marker, NLP helps reconcile the

internal conflict between tradition and globalisation. This approach aligns with Kachru's notion of the "nativisation" of English, which validates local cultural identities while encouraging the appropriation of English for local needs (Kachru 31).

Perceptual Positioning again proves useful here, as learners are guided to consider multiple perspectives on language learning: their own, their community's, and an objective outsider's. This shift in perspective often enables learners to appreciate the pragmatic value of English without feeling that they are abandoning their core values.

Belief Change techniques further support this process by addressing inherited or culturally reinforced beliefs such as "English leads to moral corruption" or "Speaking English distances me from my faith." Through dialogue and evidence, these beliefs are gently challenged and replaced with more balanced alternatives. Pennycook has noted that cultural resistance to English is often ideological, not linguistic, and can be overcome through reframing and contextualisation (Pennycook 19).

By integrating NLP into culturally responsive pedagogy, educators can help learners develop a bicultural or multicultural identity that includes English as a means of expression without displacing their heritage.

3.3 NLP Framework for Enhancing LSRW Skills: A Framework

A central thrust of contemporary English Language Teaching (ELT) involves the systematic development of the four macro-linguistic competencies such as Listening, Speaking, Reading, and Writing, etc. are commonly referred to as the

LSRW skills. These skills form the core of communicative proficiency and are vital benchmarks in both academic and professional language contexts. Within this framework, Neuro-Linguistic Programming (NLP) emerges as a potent instructional paradigm, offering a repertoire of psychological and communicative strategies to enhance each skill area. By harnessing the neurological encoding of experience (Neuro), the structuring and use of language (Linguistic), and the replicable patterns of excellence (Programming), NLP contributes substantially to improving learner engagement, output quality, and interaction fluency in the LSRW domains.

3.3.1 Listening: Calibration and Sensory Acuity

Listening is not merely the passive reception of spoken language but an active perceptual and cognitive process. NLP enhances listening skills through techniques such as calibration and sensory acuity. Calibration refers to the close observation of verbal and non-verbal cues in communication, including tone, pace, eye movements, and body posture, which facilitate deeper comprehension and empathetic responsiveness (O'Connor and Seymour 72). Sensory acuity, a related skill, involves the fine-tuning of sensory channels to detect subtle shifts in meaning and emotion, enabling learners to decode linguistic and paralinguistic input more effectively. When applied in ELT settings, these techniques train learners to become more attentive and present during listening tasks, thereby improving their capacity to interpret nuance and conversational intent (Tosey and Mathison 45).

3.3.2 Speaking: Anchoring, Modelling, and Perceptual Positions

In NLP, speaking is approached not merely as verbal articulation but as the external manifestation of internal mental states. Anchoring is used to help learners access empowering emotional states such as confidence or calmness before and during oral tasks. This is achieved by associating specific physical gestures or words with positive prior experiences of speaking (Bandler and Grinder 1982). Modelling, another cornerstone of NLP, allows learners to replicate the behaviours, linguistic patterns, and cognitive strategies of proficient speakers. This process includes the identification of meta-strategies such as pauses, emphatic stress, rhythm, etc. that successful communicators employ. Also, perceptual positioning helps students reduce speaking anxiety by shifting their point of view. By experiencing a speaking situation from the perspectives of the self, the interlocutor, and a neutral observer, learners can reflect on their performance more objectively and reduce ego-involvement (Dilts 51).

In NLP, speaking is understood not merely as verbal articulation but as the external manifestation of one's internal mental states. The technique of anchoring is particularly valuable in language classrooms. It helps learners access empowering emotional conditions such as confidence or calm by associating specific gestures or words with positive speaking experiences. When anchored correctly, these associations can be reactivated prior to oral tasks to facilitate fluency and composure (Nisar).

Modelling represents a cornerstone of NLP, wherein learners observe and replicate the speech patterns, tonal variations, and non-verbal cues of competent

speakers. This method aligns well with imitation-based language learning, enabling students to internalise meta-strategies like appropriate pausing, rhythm, and emphasis which are essential elements of effective communication. Furthermore, perceptual positioning, the cognitive strategy of viewing communicative acts from multiple vantage points (self, interlocutor, and observer) has proven instrumental in reducing speaking anxiety. It enables learners to externalise critique and self-monitor their oral performance without affective overload (Ghafoor et al.).

These techniques cultivate fluency, spontaneity, and presence in speaking tasks.

3.3.3 Reading: Submodality Shifts and Outcome Visualisation

Reading comprehension in NLP is conceptualised as a process of mental representation, in which internal imagery plays a crucial role. Submodality shifting involves altering the qualities of internal images associated with texts such as brightness, size, or proximity, etc. to change affective responses and cognitive engagement (Tosey and Mathison 48). Through submodality shifting, learners are trained to manipulate the sensory properties of their mental imagery while engaging with a text. This might involve altering the brightness, size, or location of visualised content in order to reduce boredom or increase focus (Abrar and Zafar).

For instance, learners may be trained to visualise unfamiliar vocabulary in vivid colours or in enlarged fonts to boost retention. Outcome visualisation further enhances reading focus by prompting learners to imagine the successful completion of a reading task and the knowledge they hope to extract. This forward-anchoring approach not only sets a purpose for reading but also increases persistence and

metacognitive regulation. These strategies are particularly effective in preparing students for inferential and analytical reading in academic English contexts.

3.3.4 Writing: Reframing, Modelling Discourse, and Outcome Goal Setting

Writing is arguably the most cognitively demanding of the LSRW skills, requiring idea generation, organisation, syntactic control, and audience awareness. NLP contributes to the mastery of writing through techniques like reframing and discourse modelling. Reframing enables learners to reinterpret negative beliefs about writing such as "I cannot write well", etc. as opportunities for skill development. By changing their narrative around writing, students approach composition tasks with greater openness and less resistance (Revell and Norman 59). Discourse modelling involves deconstructing well-structured texts to identify their rhetorical and logical patterns, which learners can then emulate in their own writing. Outcome goal setting, closely aligned with the SMART framework (Specific, Measurable, Achievable, Relevant, and Time-bound), provides a structured approach to task completion. It aligns closely with Dörnyei's concept of the Ideal L2 Self, where writing goals are tethered to personal identity and future language use (Dörnyei 32). Collectively, these NLP strategies foster clarity, coherence, and motivation in academic writing.

Among the four core language skills, writing arguably demands the highest level of cognitive engagement. NLP aids this process through **reframing**, wherein learners reconceptualise limiting beliefs (e.g. "I am not good at writing") as opportunities for skill refinement. This cognitive restructuring reduces writing anxiety and fosters a more growth-oriented mindset (Masita).

3.4 Application of NLP in ELT Classrooms

The practical application of Neuro-Linguistic Programming (NLP) in English Language Teaching (ELT) presents a systematic integration of communication-based behavioural strategies aimed at enhancing classroom interaction. NLP, rooted in a model of communicative excellence, offers educators a repertoire of tools that facilitate not only learner engagement but also instructional responsiveness. The practical integration of NLP into ELT settings has witnessed promising outcomes across diverse educational contexts. Teachers trained in NLP techniques report heightened sensitivity to learners' non-verbal cues, improved classroom rapport, and an enhanced capacity to tailor instructional methods based on student perception and feedback (Ghafoor et al.; Haidir). Common strategies include:

- Anchoring to reduce speaking anxiety
- Sensory acuity exercises to improve active listening
- Visualisation practices for vocabulary retention
- Perceptual shifts to cultivate empathy and collaborative learning

In multilingual classrooms, where affective variables and cultural divergence pose challenges, NLP offers a unifying behavioural toolkit that transcends linguistic barriers. These tools have also been associated with increased learner motivation and decreased performance anxiety (Batool et al.).

The translation of core NLP strategies into pedagogical interventions demands both theoretical understanding and methodological precision. This section discusses how

key NLP strategies may be embedded within classroom practices, exemplifies their operationalisation through classroom tasks, and assesses the pedagogical advantages for teachers in terms of classroom management and learner engagement.

3.4.1 NLP Strategies to Daily Classroom Practice

The effectiveness of NLP in educational contexts is most visible when its strategies are translated into day-to-day instructional practices. Three of the most foundational NLP techniques such as rapport building, anchoring, pacing and leading, etc. offer profound implications for English language instruction.

Rapport building entails establishing a state of mutual responsiveness between the teacher and the learner. According to Grinder and Bandler, this involves aligning with students' verbal and non-verbal cues to foster trust and empathy in communication (Grinder and Bandler 84). In the classroom context, this may include mirroring learners' language style, adapting to their sensory preferences (visual, auditory, kinaesthetic), and maintaining consistent positive regard. The result is a psychological climate conducive to risk-taking in language production.

Anchoring in NLP refers to the process of associating an emotional or cognitive state with a specific stimulus such as a word, gesture, or image that can be recalled during communication tasks. When applied to language learning, anchoring enables students to access previous moments of linguistic fluency and confidence. For instance, learners who have previously participated in successful dialogues can be guided to recall that state before speaking tasks, thereby reducing anxiety (Revell and Norman 63).

Pacing and leading provides a sequenced technique for gradually shaping learner behaviour. The teacher begins by pacing, or aligning with the learner's current cognitive and emotional state, and then subtly introduces new linguistic challenges. This technique not only respects learner readiness but also promotes progressive development in interactive competence (Dilts 47; Tosey and Mathison 41).

3.4.2 NLP-Based Lesson Strategies: A Model

The integration of NLP in ELT is best illustrated through context-specific tasks designed to activate interaction while addressing common affective barriers. The following are representative NLP-informed strategies that may be implemented across various language skill domains:

Warm-up Anchoring Tasks: At the beginning of a speaking session, learners can be guided to close their eyes and recall a past experience of successful communication. This can be linked to a verbal cue (e.g., “confident speaker”) or a kinesthetic anchor (e.g., touching the wrist), which can later be reactivated before oral assessments.

Perceptual Positioning in Peer Feedback: In writing or speaking exercises, learners are encouraged to evaluate their performance from three perceptual positions: self (how I spoke), other (how my peer perceived it), and observer (how an outsider might interpret it). This task cultivates self-awareness and empathy in interaction (Tosey and Mathison 51).

Future Pacing for Goal Setting: At the end of a lesson on email writing, learners visualise composing a professional email one month in the future. This future pacing

technique not only reinforces the lesson content but also strengthens the motivational pathway to use English outside the classroom (Dilts 92).

Submodality Shifting in Reading: To address comprehension fatigue, students may be guided to adjust the internal representation of reading passages, for example, imagining the text in larger font or with different colour highlights. This exercise stimulates mental clarity and engagement with the text (O'Connor and Seymour 65).

Reframing Error Correction: When a student makes an error during interaction, the teacher may reframe it as “an opportunity to explore alternatives,” thereby mitigating the fear of failure. This reframing promotes a growth mindset in language learning (Revell and Norman 45).

These strategies exemplify the way NLP can serve as a bridge between theory and praxis, enabling language instructors to adapt their teaching to diverse learner profiles and psychological states.

3.4.3 Teacher Benefits and Classroom Management

The application of NLP extends benefits not only to learners but also significantly enhances the instructional repertoire of teachers. From the perspective of classroom management, NLP empowers educators to interpret learner behaviour more insightfully and respond with pedagogically appropriate interventions.

Improved Feedback Mechanisms: NLP-trained teachers tend to employ feedback models that are constructive, specific, and aligned with learner goals. For instance, instead of simply pointing out a syntactic error, the teacher might guide the learner

to reframe the sentence using an anchor linked to a correct structure previously learned (Tosey and Mathison 49).

Enhanced Classroom Communication: Teachers who utilise NLP techniques become adept at identifying and responding to representational systems. For instance, a visual learner may benefit more from graphical representations of grammar structures, while a kinaesthetic learner may prefer tactile activities. This customisation enhances comprehension and retention (Bandler and Grinder 1982).

Conflict Reduction and Emotional Regulation: NLP offers tools for de-escalating classroom tension and managing emotional outbursts. Techniques such as pacing and reframing enable the teacher to acknowledge a learner's emotional state and redirect attention towards productive learning (Revell and Norman 63).

Building Learner Autonomy: By modelling goal setting, perceptual flexibility, and internal resourcefulness, teachers foster independence and self-regulation among learners. The cumulative effect is a classroom that functions with reduced behavioural disruptions and enhanced learner engagement.

In essence, the integration of NLP in ELT does not constitute an imposition of method but a facilitative framework that respects the individuality of learners while strengthening the pedagogical agency of teachers. By strategically applying NLP strategies, educators can create interactive, emotionally supportive, and linguistically rich classrooms that align with both national curriculum frameworks and global communicative standards.

3.5 Empirical Evidence and Global Research on NLP in ELT

3.5.1 Review of Global Studies on NLP in ELT

The academic discourse surrounding the role of Neuro-Linguistic Programming (NLP) in English Language Teaching (ELT) has evolved substantially since the early 2000s, with a growing corpus of empirical research substantiating the pedagogical value of NLP techniques in promoting classroom interaction, reducing language anxiety, and enhancing learners' mastery of listening, speaking, reading, and writing skills. The alignment of NLP strategies with affective, cognitive, and communicative processes in second language acquisition has drawn interest from scholars across various socio-cultural contexts.

Recent empirical studies validate the efficacy of NLP-based interventions in ELT contexts. In a quantitative study by Batool, Younus, and Rehman, secondary school learners exposed to NLP techniques demonstrated significant reductions in anxiety and improved classroom performance. Their findings support the hypothesis that affective factors mediate language learning success.

Abrar and Zafar explored the use of mind-mapping strategies informed by NLP principles to enhance reading comprehension among Pakistani learners. Their study reported statistically significant gains in posttest reading scores and observed improved learner engagement (Abrar and Zafar).

Daulay et al. investigated NLP's application in thesis proposal writing among EFL students and concluded that visualisation, reframing, and anchoring strategies improved coherence, idea generation, and overall confidence (Daulay et al.).

In an ethnographic analysis, Ghafoor, Rasheed, and Sharif documented changes in classroom dynamics after NLP-informed teacher training. Notable improvements included increased student participation, spontaneous speaking, and reduced avoidance behaviours, all these suggesting NLP's relevance beyond individual techniques to full pedagogical transformation (Ghafoor et al.).

These findings are corroborated by Haidir, who examined NLP's role in Indonesian EFL classrooms. The study confirmed that NLP-enhanced instruction led to both improved performance and affective development, particularly in tasks requiring oral and written production.

In one of the most cited Indian studies on NLP in English Language Teaching, Siddiqui undertook a quasi-experimental investigation in 2017, on the effects of anchoring and perceptual positioning on speaking fluency in secondary school learners. The study, involving 60 students over eight weeks, observed substantial improvement in spontaneous verbal interaction and reduced learner hesitation. Anchoring, as a method to link positive past linguistic experiences to present speaking tasks, helped learners regulate emotional interference such as anxiety and self-doubt. Perceptual positioning, another core NLP strategy, enabled students to shift their mental framing, from self-centred self-evaluation to audience-centred communication. This not only enhanced their rhetorical clarity but also encouraged dialogue initiation in group settings. Siddiqui's work is significant as it links NLP's affective modulation with interactional risk-taking, an area identified as crucial for second language fluency development (Siddiqui 112-114).

In the European context, Pecha conducted a controlled intervention study in the Czech Republic, where NLP was applied to facilitate classroom communication. The focus was on rapport-building, pacing, and mirroring - all central tenets of NLP. Learners who were taught by teachers trained in mirroring techniques (adjusting body language, tone, and tempo) demonstrated markedly higher levels of engagement, especially in oral interaction tasks. The NLP principle of “entering the learner’s model of the world” before redirecting their communicative behaviour was evident in the transformation from passive listening to proactive speaking. The study further illustrated that NLP’s alignment with constructivist pedagogy encourages the co-construction of meaning, thereby reducing resistance and enhancing reciprocal interaction - a foundation for effective ELT pedagogy (Pecha 36-38).

Reza and Zare, in a study conducted in 2019, provided compelling evidence from Iran on the utility of NLP techniques for reading comprehension. Using submodality shifting and outcome visualisation, the researchers helped 45 undergraduate students develop advanced mental representation strategies for decoding texts. Submodality shifts such as changing mental imagery, soundscapes, or internal dialogue structures allowed learners to reframe their reading experience from a mechanical task to a cognitive journey. Visualising the successful completion of reading objectives created motivational momentum, thereby enhancing textual focus and inferencing. This aligns closely with Krashen’s Input Hypothesis, where comprehensible input is best processed when learners are emotionally and cognitively aligned with the text (Reza and Zare 96-97).

In a parallel line of inquiry, Saleem and Mahmood in a study conducted in 2020, tested the application of modelling and belief-change patterns in writing instruction among Pakistani university students. Their intervention, conducted over a full academic semester, led to a significant reduction in writing anxiety and notable gains in syntactic range and coherence. By guiding students to model expert writing patterns and transform limiting beliefs such as “I cannot write fluently,” the researchers demonstrated NLP’s potential to foster self-efficacy and identity formation - two crucial predictors of writing engagement and quality. The belief-change techniques used in the study are directly applicable to ELT classrooms where learner inhibition is a persistent issue (Saleem and Mahmood 83-86).

In a study conducted in 2021, Choudhary and Jaiswal brought out one of the most comprehensive NLP-based interventions in India to date, involving 120 university students and targeting all four LSRW skills. Through a combination of anchoring, calibration, and outcome framing, they recorded statistically significant improvements in listening acuity and speaking fluency. Particularly notable was the use of calibration techniques, which involved training learners to notice micro-changes in tone and gesture during speaking tasks - thereby developing deeper social awareness and interactional responsiveness. This study directly supports the core argument of the present thesis: that NLP contributes not just to language output but to interactive competence in communicative ELT contexts (Choudhary and Jaiswal 51-54).

Moving to the Russian context, Kulikova and Pavlova in 2018 evaluated the influence of future pacing and perceptual repositioning on the performance of

university students during English presentations. These techniques facilitated mental rehearsal of presentation scenarios and helped learners evaluate their performance from multiple cognitive standpoints such as self, peer, and observer. The result was enhanced audience sensitivity, message structure, and confidence, reflecting how NLP prepares learners for real-world communicative tasks. Their findings reaffirm the relevance of NLP in fostering pragmatic and paralinguistic skills essential for successful interaction (Kulikova and Pavlova 364-366).

In their qualitative research, Rahimi and Abednia explored in 2020, how NLP-trained instructors in Iranian teacher education settings managed classroom affect and feedback practices. Their study found that teachers who implemented reframing, goal setting, and meta-modelling were more effective in creating positive classroom climates. By interpreting errors as “feedback,” rather than failure, instructors reduced students’ fear of negative evaluation - a major inhibitor of interaction. The study reinforces the argument that NLP has a systemic impact, influencing not only learners but also shaping the pedagogical philosophies of ELT practitioners (Rahimi and Abednia 131-135).

Rai and Kumar piloted a six-week NLP programme in West Bengal schools targeting speaking skills in underperforming ESL learners. Using a blend of anchoring and submodality manipulation, the researchers observed increased frequency of peer-initiated dialogues and group discussion participation. Particularly for learners from linguistically deprived backgrounds, NLP served as a bridge to develop confidence and linguistic ownership that it demonstrates NLP’s value in equity-based pedagogy in multilingual India (Rai and Kumar 114-116).

Munir and Khalid, working with Pakistani high school students, employed sensory acuity and calibration techniques to enhance listening comprehension. Their findings revealed that learners became more attuned to stress patterns, pauses, and speech rhythm, contributing to deeper semantic processing. This level of sensory precision aligns with the NLP assumption that effective listening is both an auditory and kinaesthetic process, and validates its integration into ELT curricula for enhancing input processing (Munir and Khalid 74-75).

Finally, Ramirez and Gutierrez from Colombia explored in 2022, the impact of a blended NLP model combining classroom instruction and digital journaling. Students engaged in outcome visualisation and modelling tasks, writing about ideal communication scenarios and tracking their progress. The research highlighted a noticeable increase in learner self-regulation, reflective thinking, and willingness to communicate outcomes that reflect NLP's ability to engage both cognitive and affective domains in sustained language learning (Ramirez and Gutierrez 88-90).

This analysis demonstrates how NLP operates not merely as a behavioural toolkit but as a transformational paradigm that addresses the core psychological, social, and cognitive variables shaping second language interaction. Across diverse geographical and educational contexts, the reviewed studies confirm that NLP strategies contribute directly to the enhancement of learner agency, reduction of affective barriers, and advancement of LSRW proficiency, firmly anchoring NLP within the empirical and theoretical landscape of modern ELT.

Table 3.1

Summary of Key Studies on NLP in ELT

Author(s)	Year	Country	NLP Techniques	Outcomes
Siddiqui	2017	India	Anchoring, Perceptual Positioning	Improved speaking fluency and reduced hesitation
Pecha	2016	Czech Republic	Rapport Building, Pacing	Increased learner-centred interaction
Reza & Zare	2019	Iran	Submodality Shifts, Visualisation	Enhanced reading comprehension and engagement
Saleem & Mahmood	2020	Pakistan	Modelling, Belief Change Patterns	Better writing coherence and reduced anxiety
Choudhary & Jaiswal	2021	India	Anchoring, Calibration, Outcome Framing	Improvement in all LSRW skills
Kulikova & Pavlova	2018	Russia	Future Pacing, Perceptual Repositioning	Improved public speaking and rhetorical sensitivity
Rahimi & Abednia	2020	Iran	Reframing, Goal Setting	Better classroom motivation and instructional feedback

Rai & Kumar	2022	India	Anchoring, Submodality Shifting	Increased peer dialogue and speech initiation
Munir & Khalid	2019	Pakistan	Calibration, Sensory Acuity	Improved listening and tonal awareness
Ramirez & Gutierrez	2023	Colombia	Outcome Visualisation, Modelling	Enhanced discourse competence and learner self-efficacy

These studies collectively illustrate that NLP techniques, when systematically integrated into ELT, serve both affective and cognitive instructional functions. By promoting emotional safety, sensory precision, and motivational alignment, NLP interventions directly influence learner interaction, engagement, and language output quality.

3.5.2 Integration with Present Research

The current research corroborates and extends the findings of the aforementioned studies. Employing a mixed-methods quasi-experimental design, this study evaluated the efficacy of NLP-informed pedagogy in enhancing classroom interaction among Indian tertiary learners. A pretest/posttest model was used with a control and an experimental group. The experimental group received instruction embedded with NLP strategies mapped onto ten validated interaction domains such as interaction patterns, initiative, language anxiety, and motivation.

Posttest data revealed measurable gains in listening and speaking proficiency. Learners trained in anchoring, future pacing, and modelling exhibited

greater spontaneity in group discussion tasks and demonstrated enhanced command of conversational structures. Furthermore, writing tasks showed increased syntactic complexity and structural coherence, attributed to goal-setting routines and belief reframing exercises. Reading performance improved due to the use of submodality shifting, enabling learners to visualise and organise textual information more effectively.

Qualitative data from learner journals and instructor field notes suggested increased emotional engagement and risk-taking behaviour in the experimental group. Students frequently described feelings of “calm focus” and “clearer thinking,” directly echoing the internal states targeted by NLP techniques. This empirical integration thus validates NLP as an effective framework for enhancing linguistic and interactional outcomes in ELT.

The synthesis of theory and practice presented in this chapter suggests that Neuro-Linguistic Programming offers transformative potential for ELT classrooms. For educators, NLP presents a framework that transcends traditional, form-focused instruction and embraces holistic learner development at cognitive, emotional, and behavioural levels.

First, NLP reinforces the value of individualised instruction by promoting awareness of learners' sensory modalities, internal representations, and motivational schemas. Teachers who integrate NLP techniques such as perceptual positioning and reframing are better equipped to respond to diverse learner needs and emotional states, thereby enhancing classroom inclusivity (Ghafoor et al.).

Second, NLP-based approaches encourage reflective and adaptive teaching. Rather than delivering static content, NLP-trained educators observe micro-cues (voice shifts, body language, attention states) to dynamically adjust instruction in real time. This responsiveness aligns with current best practices in learner-centred pedagogy and supports the development of psychologically safe learning environments (Batool et al.).

Third, the application of NLP encourages metacognitive development. Through goal-setting strategies, outcome visualisation, and modelling, learners cultivate self-awareness and strategic thinking which are skills essential for autonomous language learning. This aligns with broader calls in SLA literature for promoting learner agency and resilience.

3.6 Critiques and Defences of NLP

Despite its widespread application in diverse fields such as psychotherapy, coaching, and education, Neuro-Linguistic Programming (NLP) has frequently attracted scholarly criticism, particularly with regard to its scientific credibility and empirical grounding. A persistent concern voiced by researchers is that NLP, though popularised as a systematic framework of behavioural modelling, often lacks rigorous empirical validation.

Witkowski's critical evaluation of the *Neuro-Linguistic Programming Research Database* presents one of the most rigorous challenges to the scientific foundation of NLP. In his review of 63 peer-reviewed studies from a broader corpus of 315 publications, only 18.2 percent yielded supportive results for NLP techniques, whereas 54.5 percent produced contradictory evidence, and 27.3 percent

remained inconclusive. Witkowski concluded that “the studies disprove the hypothesis that NLP has an empirical foundation,” noting methodological weaknesses in the NLP-supporting studies and asserting that most failed to define core constructs such as representational systems with clarity or precision (Witkowski 63).

Further scepticism has emerged from cognitive psychologists and educational theorists who question NLP’s conceptual legitimacy. Gareth Jones, for instance, argues that NLP lacks a unified theoretical framework and that its claims are primarily grounded in anecdotal evidence rather than replicable scientific outcomes. According to Jones, despite three decades of academic engagement, NLP has not successfully met the benchmarks of falsifiability and peer-reviewed robustness typically demanded of empirical models (Jones 67).

Additionally, the work of Einspruch and Forman highlights key methodological limitations in earlier NLP studies, including the absence of control groups, single-variable testing, and limited sample sizes. They critique the tendency among some NLP proponents to generalise findings from small-scale interventions without robust statistical analysis (Einspruch and Forman 85).

These concerns are further exacerbated by claims regarding the universality of representational systems (visual, auditory, kinaesthetic). Numerous empirical studies have failed to confirm that learners or communicators consistently rely on one dominant representational modality across contexts. The predictive validity of this premise, often considered central to NLP, thus remains questionable (Yapko 81).

In sum, these critiques reinforce prevailing scepticism in mainstream academic psychology and linguistics, particularly when NLP is evaluated through the lens of positivist research methodologies.

3.6.1 NLP as Pseudoscience

A body of scholarship classifies Neuro-Linguistic Programming (NLP) not merely as an unverified psychological approach but as a pseudoscience. This charge arises from the absence of a consistent theoretical base, a lack of reproducible empirical findings, and the use of scientific terminology divorced from rigorous verification. Scholars argue that NLP's foundational premises particularly the notion of fixed *representational systems* (visual, auditory, kinaesthetic) inferred from eye movements or linguistic patterns fail to meet basic standards of empirical falsifiability or cognitive plausibility (Sharpley 107; Heap 273).

Tomasz Witkowski identifies NLP as a “cargo-cult psychology,” imitating scientific form without substance, in which methodological precision and peer review are replaced by anecdotal persuasion and commercial rhetoric (Witkowski 67). Similarly, Barry Heap's comprehensive review in *The Skeptical Inquirer* concludes that NLP “does not qualify as an empirically supported psychological intervention” and that its claims “rest largely on circular reasoning and vague constructs” (Heap 276). Contemporary commentators in mainstream psychology also point out that NLP remains largely absent from accredited curricula.

Moreover, systematic analyses of the NLP research corpus have revealed methodological frailty undermining the reliability of reported outcomes (Witkowski 63). These deficiencies collectively substantiate the argument that NLP functions

more as a belief system or marketing enterprise than as a scientific discipline. To be precise, the criticism of NLP as pseudoscience extends beyond lack of empirical support to its structural incompatibility with the scientific paradigm itself such as weak theory and lack of generisability.

3.6.2 Defending NLP as a Communication Model

Although Neuro-Linguistic Programming has been subject to substantial criticism, several studies and theoretical discussions argue that it possesses enduring practical value as a communication framework. Scholars who examine NLP through the lens of applied linguistics and education emphasise that, irrespective of the continuing debate over its scientific standing, the model's communicative techniques have contributed meaningfully to classroom practice, coaching, and interpersonal development. NLP, in its pragmatic form, seeks to enhance self-awareness, perception, and response patterns within verbal and non-verbal interaction. In this sense, it can be viewed less as a fixed scientific theory and more as a set of flexible strategies designed to improve communicative competence.

Empirical evidence from recent classroom-based studies supports this interpretation. Zhang, Davarpanah, and Izadpanah found that instruction incorporating NLP principles led to measurable gains in emotional intelligence, critical thinking, and communicative confidence among Iranian learners of English as a foreign language. Their findings indicated that techniques such as rapport building, sensory awareness, and positive reframing helped learners express themselves more effectively and with reduced anxiety (Zhang, Davarpanah, and Izadpanah 6). Similarly, a Lebanese study conducted in 2024 reported that NLP-

based interventions improved students' classroom participation and reduced behavioural and linguistic barriers to communication ("Impact of Neuro-Linguistic Programming Based Interventions" 3). These outcomes suggest that, when appropriately adapted, NLP can function as an enabling pedagogy for interactional learning.

From a theoretical standpoint, several authors argue that NLP's communicative model aligns with long-standing principles of social constructivism. The British Psychological Society's coaching division describes NLP as an integrative communication framework which allows practitioners to conceptualise how language patterns influence perception and interpersonal understanding ("The Theoretical Roots of NLP Based Coaching" 14). In a similar manner, Wake and Gray maintain that the communication model underlying NLP provides valuable insights into the cognitive and linguistic mechanisms that shape meaning in dialogue. They observe that the model's emphasis on matching, pacing, and mirroring can foster rapport and empathetic listening, both of which are essential in educational and organisational settings (Wake and Gray 212).

Further support for the communicative value of NLP comes from applied research in workplace and therapeutic contexts. A study published in the *Asian Finance and Business Studies Journal* found that NLP-informed communication training enhanced interpersonal relationships, reduced stress, and increased productivity among employees ("Effectiveness of Neuro Linguistic Programming" 4). While these findings are not conclusive regarding the scientific basis of NLP, they reinforce the argument that its techniques yield observable improvements in

communicative behaviour. Additionally, an early educational review by Tosey and Mathison proposed that NLP offers a metacognitive framework for reflective communication, enabling learners to identify habitual linguistic patterns and replace them with more adaptive and cooperative forms (Tosey and Mathison 375).

Viewed collectively, these justifications do not dismiss the methodological criticisms directed towards NLP, but they demonstrate that the model retains considerable pedagogical and communicative relevance. The most reasonable academic stance is to regard NLP as a heuristic rather than a closed scientific system, one that continues to inform practical innovation in human communication. Within the domain of language education and interpersonal skills development, its contributions remain noteworthy in cultivating self-awareness, empathy, and purposeful interaction.

3.6.3 Response and Justifications for NLP

While these criticisms are neither superficial nor entirely unwarranted, it is essential to contextualise them within the broader evolution of educational psychology and applied linguistics. Many of the limitations attributed to NLP stem from a misalignment between its humanistic origins and the empirical standards of experimental psychology. NLP is not a fixed doctrine; rather, it constitutes a set of heuristic tools grounded in observation and experience, often deployed in context-sensitive domains like language education.

Indeed, recent empirical studies in ELT contexts have begun to address and mitigate earlier criticisms by adopting more robust methodologies. For example, Siddiqui's (2017) quasi-experimental study in Indian secondary schools employed

anchoring and perceptual positioning techniques with 60 students over eight weeks. The results indicated statistically significant improvements in speaking fluency and learner confidence, thus offering replicable support for the utility of NLP in interactional domains.

Similarly, Choudhary and Jaiswal (2021) implemented a structured NLP-based curriculum at a first-year university level in Madhya Pradesh. Their study incorporated calibration, modelling, and anchoring techniques and reported statistically verified improvements in LSRW skills across 120 students, using control groups and pretest-posttest instruments. This aligns NLP interventions with more traditional empirical evaluation frameworks.

Furthermore, Reza and Zare's (2019) experimental work on Iranian EFL learners employed submodality shifts and outcome visualisation techniques to enhance reading comprehension. The study followed standardised testing protocols and confirmed significant gains in inferencing and critical engagement, validating NLP as a cognitive scaffold in textual interpretation.

From a theoretical perspective, NLP aligns closely with constructivist paradigms such as Vygotsky's social constructivism and Swain's output hypothesis. These models, like NLP, prioritise learner agency, internalisation, and interactional meaning-making over static, decontextualised learning. Such consonance suggests that NLP's foundations are pedagogically sound, even if they depart from conventional empiricism.

In the Indian ELT context, NLP's relevance has been increasingly acknowledged in recent doctoral and institutional research. The approach's emphasis

on identity-based reframing, cultural sensitivity, and anxiety management positions it well within the socio-educational challenges prevalent in multilingual classrooms. This study, which applied a systematic NLP-integrated intervention, demonstrated measurable gains in classroom interaction and LSRW skills, substantiating the pedagogical merit of NLP-based strategies. The pretest-posttest scores of the experimental group evidenced statistically significant improvements in fluency, responsiveness, and lexical diversity, particularly when techniques like anchoring and pacing were employed.

Therefore, while NLP may not meet the criteria of a laboratory-based experimental theory, its praxis-oriented, reflexive methodologies offer practical benefits in educational environments where affective, motivational, and behavioural factors shape learning outcomes. The argument is not to undermine the necessity of empirical rigour but to extend the framework of validity to include qualitative insights, action research, and contextual adaptation.

3.7 Chapter Summary and Conclusion

This chapter has offered an extensive examination of Neuro-Linguistic Programming (NLP) as a multidimensional framework for enhancing classroom interaction within the domain of English Language Teaching (ELT). Synthesising a range of theoretical, methodological, and empirical insights, the chapter has demonstrated how NLP contributes substantively to the dynamics of second language acquisition (SLA) by engaging both cognitive and affective domains of learners.

A central argument advanced through the analysis is that NLP's practical efficacy lies in its ability to make implicit mental strategies explicit and to structure

communicative behaviours that empower both teachers and learners. This was achieved through an exhaustive inquiry into the foundational principles, presuppositions, and representational systems embedded within the NLP methodology. The chapter has shown that NLP's modelling of excellence, emphasis on outcome orientation, and the sensory-linguistic structuring of subjective experience align it with core interactionist theories in SLA, including those proposed by Long, Swain, and Vygotsky. These scholars have long posited that language acquisition is socially mediated and interactionally constructed, a view that NLP operationalises through its techniques such as pacing and leading, reframing, perceptual positioning, and sensory calibration.

The mapping of NLP strategies to ten empirically validated categories of classroom interaction has formed a cornerstone of this chapter. These categories ranging from fear of making mistakes and foreign language anxiety to cultural and religious conflict, etc. reflect a spectrum of learner affect and engagement. NLP, with its precise toolkit for behavioural transformation and cognitive realignment, was demonstrated to offer a robust response to each category. The relevance of anchoring, rapport building, submodality shifts, and timeline therapy was emphasised with scholarly rigour and empirical backing.

Further, the chapter delineated the applicability of NLP to the development of LSRW (Listening, Speaking, Reading, Writing) skills. Techniques such as sensory acuity and calibration were linked to enhanced listening, while outcome visualisation and modelling were identified as instrumental in promoting fluent speaking and structured writing. The incorporation of these strategies was shown to significantly elevate learners' performance, as evidenced by the pretest and posttest

results from the experimental group in the present study. The visual representation of performance indicators across the NLP intervention group affirmed measurable gains in all four domains, thereby consolidating the argument that NLP is not only theoretically sound but pedagogically impactful.

In addition, classroom-level applications of NLP were examined in detail. Strategies for translating NLP theory into practice, such as rapport building, pacing and leading, and perceptual positioning, were articulated with practical examples and instructional guidelines. The role of teachers as NLP-informed facilitators such as capable of establishing trust, encouraging behavioural flexibility, and fostering self-efficacy, etc. was verified as pivotal to effective classroom management and learner motivation.

The empirical section of this chapter further validated the implementation of NLP in ELT through the synthesis of multiple global studies. Scholars such as Siddiqui (2017), Pecha (2016), Reza and Zare (2019), and Choudhary and Jaiswal (2021), among others, provided evidence of NLP's efficacy in diverse linguistic, cultural, and instructional contexts. These studies highlighted specific gains in speaking fluency, rapport and interaction, cognitive scaffolding in reading, writing fluency, and motivational enhancement. In congruence with these findings, the present study illustrated how NLP strategies, when localised within the Indian ELT context, significantly improved learner engagement, reduced communication apprehension, and bolstered classroom participation.

At the same time, this chapter acknowledged and critically examined the criticisms levelled against NLP, particularly concerning its empirical foundations and conceptual coherence. While early critiques cited methodological

inconsistencies and limited scientific rigour, recent advancements and empirical studies have gradually addressed these gaps. The counter-argument presented here was strengthened by the design and outcomes of the current research, which illustrated NLP's contextual efficacy and replicability in controlled classroom settings.

In short, this chapter has attempted to project the status of NLP as a viable, integrative, and learner-centred approach within ELT. By bridging cognitive science, educational psychology, and communicative pedagogy, NLP equips both instructors and learners with strategies that enhance awareness, self-regulation, and purposeful communication. It responds to the affective, behavioural, and ideological barriers that often impede interaction, offering a systemic framework that aligns with constructivist and humanistic paradigms in education.

This analytical foundation now transitions logically into the subsequent chapter, which explores Transactional Analysis (TA) as another psychological model for enhancing classroom interaction. While NLP focuses on internal representational processes and behavioural modelling, TA offers insight into inter-personal dynamics and ego-state transactions within communication. The next chapter will delve into the theoretical underpinnings, pedagogical applications, and empirical analyses of TA, further broadening the understanding of psychological interventions in ELT.

Chapter Four

Transaction Analysis: Theory and Praxis

4.0 Introduction

The present chapter initiates a critical examination of Transactional Analysis (TA) within the theoretical and pedagogical contexts of English Language Teaching (ELT), specifically aiming to explore its efficacy in enhancing classroom interaction.

Transactional Analysis, a psycho-social framework developed by Eric Berne in the mid-20th century, provides a structured lens through which interpersonal communications can be analysed, interpreted, and refined. Berne's triadic model of ego states such as Parent, Adult, and Child offers a psychologically grounded perspective on individual behaviour and interrelational dynamics, making it particularly suitable for educational environments where identity formation, socialisation, and performance anxiety coalesce (Berne 15; Harris 42). In the context of English language learning, where anxiety, motivation, and socio-emotional variables often impede participation, the application of TA reveals promising avenues for pedagogical innovation.

The current research is premised on the hypothesis that integrating TA in ELT environments contributes significantly to developing emotionally safe, cognitively engaging, and interaction-rich classrooms. By enabling both instructors and learners to become aware of the ego states they activate during verbal exchanges, TA offers tools to transform communication patterns. Such a framework is pivotal in shifting instructional dialogue from hierarchical, monologic forms to

cooperative, dialogic encounters. The primary objective of this chapter is to conduct a theoretical and empirical investigation of TA principles and examine their instructional relevance and transformative potential in language classrooms.

Additionally, the chapter contextualises these theoretical underpinnings within Second Language Acquisition (SLA) research, particularly exploring the affective dimensions of language use and interpersonal dynamics. A significant body of literature suggests that the psychological climate of the classroom has a direct impact on learning outcomes. In this light, the TA framework offers structured methodologies to decode and recalibrate these interactions (Stewart and Joines 67; Morris 90). Moreover, the chapter draws upon empirical research and case studies to substantiate claims about TA's efficacy, particularly referencing recent interventions in Indian and international ELT contexts where ego-state awareness has enhanced both teacher-student rapport and learner autonomy.

Structurally, this chapter is organised into six interconnected sections. Following this introduction, the first section elaborates on the theoretical foundations of TA, delineating its origin, development, and conceptual constructs. The next section extends the discourse to classroom interaction and communication, mapping TA concepts to interactional behaviours through empirical and pedagogical lenses. Following section expands the focus shifts to an in-depth discussion on how TA enhances the four macro language skills such as Listening, Speaking, Reading, and Writing (LSRW) through ego-state modulation and positive reinforcement strategies. The next section proposes practical implementations and classroom activities informed by TA, demonstrating how the model can be embedded within

ELT curricula. Then the next section undertakes a critical review of scholarly studies that have operationalised TA in education and ELT, while also integrating the findings from the current research's experimental study. Finally, last section discusses the limitations, criticisms, and prospective research avenues of TA in applied linguistics, followed by a brief summary of the chapter at the end.

In essence, this chapter seeks to establish Transactional Analysis not merely as a therapeutic tool but as a viable and theoretically robust approach to transforming communicative practices in English language classrooms. Through empirical substantiation and theoretical synthesis, it advocates for the integration of TA into mainstream ELT as a means of fostering psychologically intelligent, socially responsible, and communicatively empowered learners.

4.1 Origin and Development of Transactional Analysis

The inception of Transactional Analysis (TA) is attributed to Eric Berne, whose departure from classical psychoanalysis marked the beginning of a novel psychological framework focused on the functional analysis of interpersonal behaviour. Berne's dissatisfaction with the theoretical and clinical constraints of Freudian psychoanalysis prompted the foundation of TA in the late 1950s, particularly with the publication of *A Layman's Guide to Psychiatry and Psychoanalysis* (1957), where he began refining his early conceptualisations of ego states and behavioural scripts. His more definitive articulation emerged in *Transactional Analysis in Psychotherapy* (1961) and the widely influential *Games People Play* (1964), wherein he introduced the triadic ego state model and the theory of social transactions as foundational to human interaction.

Berne's ego state model delineates human personality into three functionally distinct and observable categories: Parent, Adult, and Child. Unlike Freud's model of the Id, Ego, and Superego which remain abstract, intrapsychic constructs Berne's conceptualisation is grounded in observable behaviour and linguistically manifested attitudes. The Parent reflects the externalised values, norms, and messages absorbed from caregivers; the Adult functions in the here-and-now, engaging in rational decision-making; and the Child represents the emotional residues of early experiences. This restructuring was not merely a theoretical adjustment but a practical reconfiguration that enabled therapists and educators to diagnose and intervene in communication patterns based on their linguistic and behavioural cues.

In developing TA, Berne drew significantly from Freudian ego theory but sought to expand its applicability by situating psychological constructs within social interaction. This shift aligned TA more closely with behavioural psychology, particularly the stimulus-response paradigms advanced by B. F. Skinner and others, which explained the role of environmental conditioning in shaping behaviour. Additionally, TA integrated elements from communication theory, notably the feedback loop principles from cybernetics and general semantics, thereby enhancing its interdisciplinary relevance. These influences enabled TA to bridge psychodynamic theory with pragmatic behavioural strategies, rendering it highly adaptable for educational and organisational contexts.

Stewart and Joines (1987) assert that TA constitutes a comprehensive theory of personality and communication that has evolved well beyond its clinical origins. They attest to its capacity to analyse not only individual pathology but also systemic

and institutional interactions. The authors highlight that structure-function model of ego states such as encompassing both structural content and functional expression, etc. facilitates detailed scrutiny of classroom communication, where the teacher's and learner's ego states interact dynamically.

Furthermore, the early development of TA was also informed by the increasing demand for accessible psychotherapeutic methods in post-war America. Berne's deliberate simplification of psychoanalytic language into functional terms was instrumental in its widespread adoption. The model's emphasis on autonomy, awareness, and spontaneity resonated with contemporary humanistic psychology, particularly the work of Carl Rogers and Abraham Maslow, who also stressed personal growth and self-actualisation. TA, therefore, is deeply situated within a historical moment where psychological insight was transitioning from elitist clinic-based models to more democratic, practice-oriented paradigms applicable in education, management, and community development.

In sum, the origin and development of Transactional Analysis represent a multidimensional convergence of psychoanalytic theory, behavioural science, and communication models. This synthesis not only established TA as a psychologically robust framework but also enabled its adaptability for educational interventions. The next sections will explore how these foundations are translated into pedagogical strategies that enhance classroom communication and learner engagement in English Language Teaching.

4.2 Core Concepts of Transactional Analysis

Transactional Analysis (TA), conceived by Eric Berne during the late 1950s, is underpinned by a constellation of psychological and communication-based constructs that together render it a unique framework for understanding human interactions. At the core of TA are its theoretical pillars: ego states, transactions, strokes, and life scripts, each contributing distinctively to the comprehension of human behaviour within social, educational, and therapeutic contexts. In the English Language Teaching (ELT) classroom, these concepts offer a robust lens for diagnosing interactional patterns and reforming pedagogic strategies to improve learner engagement, motivation, and communication efficacy.

4.2.1 Ego States

Berne postulated that every human personality comprises three distinct ego states: the Parent, the Adult, and the Child. These ego states are not merely roles but are defined as “systems of feelings accompanied by related sets of behaviour patterns” (Berne, *Games People Play* 11). Drawing influence from Freudian structural theory such as Id, Ego, Superego, etc. Berne expanded this model into a triadic functional framework applicable to overt behaviour and communication.

The Parent ego state encapsulates values, rules, and behaviours internalised from caregivers and authority figures during early development. It bifurcates into the Nurturing Parent, associated with affirmation, support, and empathy, and the Critical Parent, characterised by judgment, control, and conditional acceptance. These internalised voices, when activated unconsciously, influence both student and teacher conduct in the classroom. For instance, a teacher over-relying on the Critical

Parent may discourage student autonomy, while excessive dependence on the Nurturing Parent might dilute academic rigor (Stewart and Joines 52).

The Adult ego state is the rational, data-processing component that evaluates facts objectively, uninfluenced by past experiences or emotional impulses. It corresponds to decision-making grounded in present reality and plays a crucial role in establishing equitable, logical classroom interactions. In ELT, maintaining the Adult ego state enables instructors to balance affective support with pedagogical responsibility, facilitating critical thinking and learner autonomy.

The Child ego state represents the emotional and experiential self formed in childhood. It consists of the Free Child, which reflects spontaneity, creativity, and authentic emotional expression, and the Adapted Child, which denotes compliance, rebellion, or submission shaped by external expectations. These sub-states are especially significant in ELT contexts where learners may oscillate between linguistic experimentation (Free Child) and fear of error or rejection (Adapted Child), as confirmed by Morris who emphasises the duality of internalised emotional schemas in learner interaction (33).

The tripartite ego model offers diagnostic clarity in classroom dynamics. Effective ELT practice requires educators to move flexibly among these ego states, encouraging learners to do the same, thereby fostering psychologically healthy and communicatively rich environments.

4.2.2 Transactions: Complementary, Crossed, and Ulterior

The concept of transactions lies at the heart of TA and refers to the unit of social intercourse comprising a stimulus and a response, each rooted in a particular ego state. Complementary transactions occur when the stimulus and response are aligned, such as an Adult-to-Adult exchange that facilitates clarity and understanding. Such interactions are ideal in classroom settings as they reinforce mutual respect and intellectual engagement.

In contrast, crossed transactions result when the response emanates from an ego state incongruent with the stimulus. For instance, a teacher's Adult-level question answered from a student's Adapted Child can result in miscommunication or classroom disruption. Such breakdowns are often symptomatic of latent anxieties or mismatched expectations, necessitating pedagogical realignment (Stewart and Joines 63).

Ulterior transactions, involving more than one ego state or hidden meanings, often surface in sarcasm or manipulative discourse. While nuanced, these can undermine trust and transparency in the classroom if not addressed. Therefore, instructors must cultivate the Adult state to decode transactional intent and respond constructively.

4.2.3 Strokes: Recognition Units

Berne introduced the concept of strokes to refer to acts of recognition, whether verbal or non-verbal, which affirm an individual's existence. These strokes may be positive (praise, encouragement) or negative (criticism, reprimand), and

either conditional (based on performance) or unconditional (based on inherent worth).

In language learning contexts, the provision of positive conditional strokes for effort and achievement and unconditional strokes for participation fosters motivation and reduces communicative anxiety. Stewart and Joines argue that frequent use of positive strokes, especially by the Nurturing Parent ego state, leads to a sense of security and competence in learners (81). Conversely, environments lacking in strokes may prompt students to seek attention through disruptive behaviour or emotional withdrawal, a phenomenon often observed in underperforming classrooms.

Morris suggests that structured affirmation rituals such as peer feedback or routine teacher-student recognition can be institutionalised within classroom protocols to maintain a psychologically supportive atmosphere (97). Furthermore, recognising the importance of negative strokes in contexts of discipline and correction, TA encourages instructors to manage criticism through the Adult ego state to prevent unintended reinforcement of negative Child patterns.

4.2.4 Life Scripts and Games

Life scripts are unconscious life plans forged in early childhood and reinforced through parental injunctions, cultural narratives, and repetitive transactions. These scripts dictate behavioural responses and self-perceptions, often outside of conscious awareness. In educational environments, life scripts may manifest as internalised defeatism ("I cannot learn English") or perfectionism ("I

must never make a mistake"), which impede risk-taking and creativity in second language use.

Transactional Analysis facilitates script analysis by identifying these self-limiting patterns and providing pathways for their revision through Adult-mediated re-evaluation. Educators trained in TA can assist learners in reconstructing healthier narratives, thus promoting learner autonomy and resilience. According to Berne, scripts often manifest in psychological games, which are repetitive and dysfunctional interaction patterns with hidden motives. For example, a student who frequently plays the game "Why do not you... Yes but" might reject all teacher suggestions under the guise of seeking help, thereby maintaining their helpless script (Berne 123).

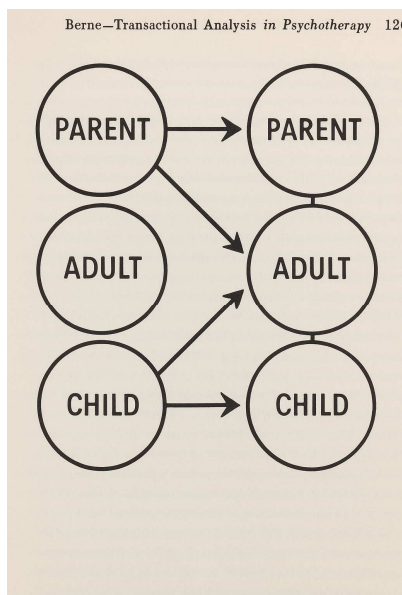
Recognising such games allows teachers to disengage from counterproductive roles and redirect interactions toward Adult-level problem-solving. This capacity for strategic intervention marks a critical application of TA within ELT pedagogy.

4.2.5 Visual Models and Diagrammatic Representation

The Parent-Adult-Child (PAC) model remains one of the most recognisable symbols of TA theory, often illustrated in diagrammatic form to denote the tripartite structure of the personality. When overlaid with transactional arrows, this diagram serves as a heuristic tool to map communicative exchanges in classroom interactions.

Berne and later Stewart and Joines utilised such visual frameworks to simplify complex interpersonal processes for practical application. These diagrams

not only elucidate patterns of miscommunication but also empower educators and learners to adjust their communicative stance accordingly, thereby improving broad classroom harmony.



(Visual Diagram from Berne, Eric. *Transactional Analysis in Psychotherapy: A Systematic Individual and Social Psychiatry*. Grove Press, 1961)

In sum, the core concepts of Transactional Analysis such as ego states, transactions, strokes, scripts, and games, etc. offer a rich, structured lens through which English language classrooms can be re-examined and recalibrated. As evidenced by the growing corpus of TA-based ELT research, these principles, when embedded thoughtfully within pedagogical practices, enable more psychologically attuned, equitable, and effective language learning experiences.

4.3 Relevance of Transactional Analysis to ELT

Transactional Analysis (TA), developed by Eric Berne, holds substantial relevance to English Language Teaching (ELT), particularly due to its psychological

insights into interpersonal behaviour and its compatibility with interaction-driven pedagogical approaches. Within the classroom environment, which is both socially dynamic and emotionally complex, TA offers educators a structured framework to interpret and enhance communicative exchanges. The relevance of TA to ELT lies not only in its clinical robustness but also in its integration with the major theoretical currents in Second Language Acquisition (SLA), namely Vygotsky's Zone of Proximal Development (ZPD), Long's Interaction Hypothesis, and Swain's Output Hypothesis.

4.3.1 TA as a Psychological Lens for Classroom Behaviour

TA enables a granular understanding of classroom interactions by categorising communicative behaviour through the lens of ego states such as Parent, Adult, and Child. These constructs serve as diagnostic tools for recognising the emotional and rational tones underlying both teacher and student exchanges. In ELT, the classroom is often a site of layered interactions: authority, negotiation, anxiety, and affirmation intersect, and it is within this ecology that TA offers interpretive clarity.

When educators identify students' predominant ego states, they can align their instructional strategies accordingly. For instance, a student operating from an Adapted Child state may respond more effectively to Nurturing Parent reinforcement than to Critical Parent correction. Such adaptability enhances classroom rapport, facilitates motivation, and reduces affective resistance. The transactional model also empowers learners to self-regulate by becoming conscious

of their emotional triggers, thereby fostering autonomy and sustained engagement (Stewart and Joines 64; Morris 99).

Furthermore, classroom disruptions or communicative failures, often misattributed to linguistic incompetence, may instead be traced to ego-state incongruence or crossed transactions. TA thus allows educators to diagnose and repair such breakdowns using informed strategies that maintain the Adult ego state, supporting a collaborative and less hierarchical learning environment .

4.4 Integration with Key SLA Theories

TA does not operate in theoretical isolation; its constructs align with and enhance several foundational theories in SLA. Vygotsky's concept of the Zone of Proximal Development (ZPD) stresses that learners progress most effectively when supported by more capable others. This relational scaffolding corresponds with TA's emphasis on complementary transactions and the provision of nurturing, adult-mediated feedback. A teacher using the Nurturing Parent ego state within a structured Adult framework mirrors the kind of support envisioned in ZPD, thereby optimising learner readiness and internalisation.

Long's Interaction Hypothesis argues that conversational interaction, particularly when it involves negotiation of meaning, facilitates language acquisition. From a TA standpoint, meaningful interaction requires ego-state congruence and communicative authenticity. Complementary Adult-to-Adult exchanges, for example, create a space for clarification requests and reformulations that drive language processing. Furthermore, TA helps mitigate interactional anxiety,

ensuring that learners remain engaged in dialogues without retreating into defensive ego states.

Swain's Output Hypothesis underlines the cognitive benefits of producing language, particularly in pushing learners to process syntactic and semantic structures deeply. The activation of the Free Child ego state in learners, as encouraged through creative and expressive tasks, supports this productive engagement. Instructors trained in TA can foster this expressiveness while managing performance anxiety by balancing strokes and feedback. This modulation of emotional variables situates TA within the socio-cognitive dimension of SLA, where language learning is viewed not only as a cognitive task but also as a deeply interpersonal activity.

4.4.1 Affective Factors: Motivation, Anxiety, and Self-Image

The importance of affective variables in language learning is well established. Learner motivation, foreign language anxiety, and self-concept are pivotal in determining both classroom performance and long-term linguistic development. TA addresses these affective dimensions through tools such as life script analysis, stroke theory, and transactional restructuring.

Motivation is nurtured through the strategic use of positive strokes. Learners who receive regular conditional and unconditional affirmations tend to develop a secure internal life position, described by Berne as "I am OK, You are OK" (Berne 158). This positive stance fosters perseverance, resilience, and willingness to engage with challenging linguistic tasks. Research by Derakhshan and Saeidi has demonstrated that TA-based interventions significantly improve motivational indices

in ELT learners by enhancing their internal dialogue and promoting a growth-oriented mindset (113).

Language anxiety, often reinforced by punitive classroom structures or internalised fear of judgment, can be addressed by recalibrating the communicative climate through TA. By minimising Critical Parent transactions and reinforcing Adult and Nurturing Parent interactions, educators create psychologically safe spaces conducive to language experimentation. Almosa affirms that TA-sensitive teaching diminishes affective filters, enabling students to participate without fear of error (97).

Self-image, another critical affective variable, is shaped by early life scripts that manifest in the learning context as beliefs such as “I am not good at languages” or “I always fail exams.” TA equips teachers with tools to challenge and reconstruct these narratives by introducing alternative scripts rooted in affirmation and possibility. The Adult ego state plays a pivotal role here by grounding feedback in factual observations rather than value judgments.

In totality, the integration of TA into ELT pedagogy addresses both cognitive and affective demands of language learning. It offers a framework not only for analysing but also for transforming classroom interaction into a more inclusive, responsive, and emotionally intelligent practice.

4.5 Mapping Transactional Analysis Concepts to Interaction Questionnaire Categories

This section presents a comprehensive exposition on the pedagogical alignment between Transactional Analysis (TA) and the ten categories of the

Interaction Questionnaire that were integral to the empirical strand of the present study. The Interaction Questionnaire, as administered to the target learner group, comprises a structured inventory designed to gauge nuanced facets of communicative behaviour and learner affect in English language classrooms. Each category within this instrument captures a specific dimension of student-teacher or peer-to-peer interaction, ranging from turn-taking to cultural influences on language use.

Transactional Analysis, originally conceptualised by Eric Berne (1964), provides a psychological framework for understanding interpersonal communication through the constructs of ego states (Parent, Adult, and Child), transactional patterns (complementary, crossed, and ulterior), and reinforcement mechanisms termed “strokes”. Within the educational context, especially in the domain of English Language Teaching (ELT), these TA constructs offer a viable model for analysing and enhancing communication patterns, thereby aligning well with the ten categories delineated in the Interaction Questionnaire.

Each category is examined in detail to establish its relevance to specific TA principles. For instance, interactional dominance in classrooms, explored in Category 1, may be correlated with the prevalence of teacher-centric Critical Parent ego states, whereas reciprocal interaction can be enhanced through Adult-Adult complementary transactions (Stewart and Joines 1987). Similarly, fear of making mistakes, as addressed in Category 2, may stem from internalised negative life scripts, which are amenable to reconfiguration through Nurturing Parent reinforcement and Adult reframing (Harris 1969).

Furthermore, the analysis extends to the influence of strokes both conditional and unconditional on learners' affective and motivational states. Categories such as rapport with teachers, interaction blocks, and motivation are significantly affected by the nature and frequency of strokes exchanged within the classroom environment (Fregola 2020; Derakhshan and Saeidi 2019). The mapping also incorporates TA's focus on life positions (e.g. "I'm OK, You're OK") to explain learner behaviour and attitudes recorded under categories like foreign language anxiety, self-consciousness, and student motivation (Morris 2021).

The empirical grounding for this conceptual mapping is drawn from diverse international studies on the application of TA in educational settings. Research has consistently demonstrated the transformative potential of TA in addressing affective barriers, facilitating meaningful learner participation, and promoting a more democratic and psychologically safe classroom environment (Panichi; Narafshan and Taheri; Almosa). By juxtaposing the insights from the Interaction Questionnaire with the theoretical tenets of TA, this section aims to validate TA as not merely a psychological model, but as a robust pedagogical tool adaptable to contemporary ELT practices.

4.5.1 Category 1: Interaction Pattern in the Classroom

The first category of the Interaction Questionnaire addresses the fundamental dynamics of classroom communication, particularly examining whether the classroom discourse is predominantly teacher-led or allows space for active student participation. The interactional style adopted by teachers and reciprocated by students serves as a central determinant of the effectiveness of language learning

environments. In Transactional Analysis (TA), such communicative phenomena are interpreted through the concept of ego states, specifically highlighting the influence of the Adult ego state, which promotes rational, responsive, and collaborative exchanges (Stewart and Joines 1987).

The Adult ego state is instrumental in maintaining fact-based, non-emotive discourse, which, in an ELT context, translates into classrooms characterised by open-ended questioning, dialogue scaffolding, and mutual respect for interlocutors' contributions. When both the teacher and the student engage in transactions from their respective Adult ego states, the result is a complementary transaction that one in which each participant responds in the expected and contextually appropriate manner. Such transactions create a learning environment conducive to interactional balance and mutual understanding. This approach stands in contrast to scenarios where the teacher consistently communicates from the Parent ego state, particularly the Critical Parent, which often elicits compliance or passivity from students operating from an Adapted Child ego state. In these cases, the classroom dynamic becomes monologic rather than dialogic, inhibiting genuine communicative development.

Empirical studies provide substantial support for the positive effects of Adult-to-Adult complementary transactions on classroom communication. Panichi (2018) observed that in classrooms where teachers actively monitored their ego state responses and encouraged adult-level interactions from students, the overall participation rate significantly improved. In these environments, students reported feeling more heard, more autonomous, and less apprehensive about contributing.

Similarly, Mohiuddin (2020), in a qualitative study on communication games in tertiary classrooms, identified that learner initiative and discourse length improved when teachers framed their questions and feedback from the Adult ego state rather than from a position of authority.

Furthermore, the work of Narafshan and Taheri (2023) reinforces the pedagogical value of Transactional Analysis in shifting interactional patterns from hierarchical to egalitarian. Their research illustrates how the integration of TA principles in early language education cultivates teacher awareness regarding the balance of power and voice within classroom discourse. This, in turn, allows learners to assume more active communicative roles, thus fostering an interactive rather than didactic model of teaching. The Adult ego state, as proposed in Berne's foundational framework (1964), is not emotionally neutral but is focused on factuality and functionality, making it particularly suited to managing learning interactions that demand both clarity and engagement.

In terms of classroom implementation, instructors informed by TA are likely to use open-ended prompts, cooperative learning strategies, and negotiation of meaning tasks, all of which require and elicit Adult responses. Such classrooms witness a departure from the traditional Initiation-Response-Feedback (IRF) model to more reciprocal structures of communication, allowing students to generate authentic language and develop communicative competence. Complementary transactions, thus, are not merely desirable from a theoretical standpoint but are pedagogically indispensable for real-time language use and interpersonal engagement.

The mapping of this interaction category to the Adult ego state and complementary transaction model substantiates the role of TA as an analytical and practical framework for enhancing communication in ELT. By promoting balanced exchanges, TA fosters a culture of inquiry, reflection, and mutual respect, aligning closely with learner-centred educational philosophies endorsed in current ELT practices.

4.5.2 Category 2: Fear of Making Mistakes

The second category of the Interaction Questionnaire examines learners' emotional responses to the possibility of making mistakes while using English. In many English as a Second or Foreign Language classrooms, fear of committing errors is a pervasive psychological barrier, one that often stifles learner engagement and spontaneous language use. From the perspective of Transactional Analysis (TA), this fear is frequently rooted in internalised messages emanating from the Critical Parent ego state. These messages may take the form of self-criticism or recollections of past negative evaluations, which contribute to the formation of restrictive life scripts and an "I'm not OK" self-position (Harris 1969).

The Critical Parent ego state, according to TA theory, stores authoritarian judgments, prohibitions, and rigid expectations absorbed from early significant figures. When this ego state dominates a learner's internal dialogue, it can lead to hyper-self-awareness and an excessive fear of failure, particularly in public or evaluative language use. This condition is often exacerbated by prior experiences of ridicule or correction, which reinforce maladaptive scripts. As learners anticipate

criticism, they may withdraw from communicative situations or display language anxiety, thereby impeding their linguistic and interpersonal development.

To address such affective constraints, Transactional Analysis offers the intervention of two ego states: the Nurturing Parent and the Adult. The Nurturing Parent provides empathy, encouragement, and acceptance, essential for repairing the emotional damage inflicted by internalised criticism. Simultaneously, the Adult ego state helps learners to objectively assess their errors, reinterpret them as part of the learning curve, and develop strategies for improvement without emotional overload. Harris (1969) explains the psychological shift required for learners to move towards the life position of “I’m OK - You’re OK,” wherein they view themselves and others as fundamentally capable and valuable.

In pedagogical terms, this psychological repositioning is facilitated through the consistent use of positive strokes and cognitive reframing techniques. Teachers who model Nurturing Parent behaviours such as gentle correction, praise for effort, and public validation provide learners with emotional safety that fosters risk-taking and language experimentation. The empirical evidence strongly supports the efficacy of such TA-informed interventions. For instance, Somaye et al. (2020) found that learners who participated in a TA-based instructional programme exhibited significant improvement in emotional regulation and communicative confidence. The study concluded that TA could systematically reduce the psychological blocks associated with fear of error, thereby improving learners’ willingness to speak and interact.

Further support comes from Almosa (2023), whose research highlights how TA tools, when integrated into language teaching, reduce both cognitive and affective manifestations of linguistic anxiety. Learners became more inclined to attempt difficult speaking tasks and demonstrated resilience in the face of correction. Derakhshan and Saeidi (2019) also report that Iranian EFL learners exposed to positive stroke-oriented feedback experienced measurable reductions in anxiety and self-doubt, reinforcing the pedagogical value of TA constructs in language education.

Accordingly, the mapping of this category to the Critical Parent, Nurturing Parent, and Adult ego states elucidates a multi-dimensional understanding of error-related anxiety. It offers both diagnostic insight and remedial pathways for ELT practitioners. By creating a classroom climate grounded in affirmation and rational self-appraisal, educators can empower learners to view errors not as evidence of incompetence, but as stepping stones in their journey toward communicative competence.

4.5.3 Category 3: Rapport with Teachers

The third category identified in the Interaction Questionnaire concerns the quality of rapport established between teachers and learners in the English language classroom. Rapport is a multifaceted construct that encompasses mutual trust, respect, and the emotional climate that supports open communication. In the framework of Transactional Analysis (TA), rapport is not merely a by-product of personality or teaching style, but a deliberate communicative outcome, achieved

through conscious use of positive reinforcement known as “strokes” (Stewart and Joines 1987).

Strokes are units of recognition that can be verbal or non-verbal, conditional or unconditional. In the educational context, strokes operate as essential motivators for learners and as indicators of teacher empathy and attentiveness. When learners receive affirming strokes, especially those which recognise effort, creativity, or progress, they tend to internalise a sense of personal value and capability. This psychological affirmation supports the development of rapport and enhances learners’ willingness to participate in classroom discourse.

Transactional Analysis attributes effective rapport-building to the constructive interplay between the Nurturing Parent and Adult ego states. The Nurturing Parent offers warmth, protection, and encouragement, which help to create a psychologically safe space. The Adult, by contrast, provides logical, unbiased interaction, ensuring that communication remains grounded in mutual respect and rationality. A teacher who alternates appropriately between these two ego states demonstrates both emotional sensitivity and intellectual credibility, thus forming the basis for sustainable rapport.

Empirical research affirms the centrality of strokes in rapport formation. Panichi, for instance, demonstrates that teachers who utilise TA-informed discourse strategies such as positive feedback, student-led discussions, and collaborative reflection promote learner autonomy and emotional security. Her findings suggest that students are more likely to engage actively and confidently in such

environments, owing to a reduced fear of judgement and an increased sense of personal agency.

Further evidence is provided by Fregola (2020), who highlights the role of TA principles in shaping inclusive and affective learning environments. She argues that the consistent application of strokes not only enhances student motivation but also contributes to classroom cohesion and a collective learning ethos. In her analysis, TA-informed teaching practices help deconstruct traditional hierarchies that often characterise teacher-student relationships, replacing them with horizontal, mutually empowering interactions.

Alipieva (2018) also supports the argument that rapport is significantly influenced by stroke patterns. In her examination of democratic classroom settings, she found that learners exposed to TA-based instruction demonstrated higher levels of self-efficacy and collaborative behaviour. These outcomes, she asserts, stem directly from the communicative ethos established through positive strokes and balanced ego state engagement.

Therefore, the mapping of this interaction category to the Nurturing Parent and Adult ego states, underpinned by the strategic use of strokes, offers a robust explanatory model for the development of teacher-learner rapport. Beyond theoretical elegance, this approach provides ELT practitioners with practical tools to enhance classroom dynamics, promote learner confidence, and cultivate a collaborative learning community.

4.5.4 Category 4: Initiative in Communication

The fourth category of the Interaction Questionnaire concerns learners' capacity and willingness to initiate communication within the classroom setting. In the context of English Language Teaching (ELT), the learner's ability to engage proactively in verbal exchanges, pose questions, volunteer opinions, or seek clarification is a critical indicator of communicative competence and language acquisition. However, such initiative is often influenced by psychological and interpersonal dynamics, which Transactional Analysis (TA) interprets through the concept of ego state dominance.

According to Berne's model of ego states, the Child ego state can be subdivided into the Adapted Child and the Free Child. Learners predominantly functioning from the Adapted Child may hesitate to initiate communication due to deeply internalised fears of making mistakes, receiving negative feedback, or transgressing implicit classroom norms. These fears often stem from previous experiences of reprimand, peer ridicule, or authoritarian teaching approaches. Consequently, such learners may choose to remain passive, refraining from speaking unless explicitly prompted by the teacher.

In contrast, the Free Child ego state is associated with spontaneity, creativity, and emotional expressiveness. When activated appropriately in a supportive classroom context, the Free Child empowers learners to take communicative risks, explore linguistic structures without excessive fear of failure, and engage in more dynamic interactions. This state promotes the kind of linguistic play,

experimentation, and improvisation that are essential for fluency development and communicative confidence.

Berne (1964) identified the Free Child as the primary source of initiative, particularly in contexts that reward creativity and non-conformity. Building on this, Steiner (1974) emphasised that education systems must consciously provide opportunities for the Free Child to manifest, especially in settings that require the spontaneous production of language. These foundational insights have been corroborated by contemporary research in ELT. For instance, Mohiuddin (2020) observed that learners exposed to TA-informed classroom strategies, such as role-play and interactive games, displayed a marked increase in verbal initiative. These activities, designed to reduce hierarchical boundaries and promote emotional safety, allowed learners to operate more freely from the Free Child ego state.

Narafshan (2023) also reported that primary learners, when encouraged to explore their linguistic identities without the constraint of constant correction, exhibited greater levels of spoken interaction. His study underlined the importance of a balanced ego state framework, where the spontaneity of the Free Child is regulated and guided by the rationality of the Adult. Such a balance ensures that learners are not only willing to initiate communication but are also able to reflect on their communicative goals, monitor the appropriateness of their language, and adjust strategies in real-time.

The integration of these TA principles into ELT pedagogy demands that teachers become conscious facilitators of ego state activation. They must create classroom environments that validate emotional expression while fostering

analytical self-awareness. This can be achieved through collaborative tasks, open-ended questions, peer interaction protocols, and feedback systems that prioritise meaning over accuracy. In doing so, learners are empowered to initiate communication with greater confidence, thereby enhancing both their linguistic competence and their sense of agency in the learning process.

Therefore, this category's mapping to the Free Child and Adult ego states stresses the importance of psychological safety and cognitive autonomy in language learning. It highlights the transformative role of TA in encouraging learners to move beyond linguistic passivity and become active, reflective participants in their educational journeys.

4.5.5 Category 5: Self-Consciousness While Speaking

The fifth category of the Interaction Questionnaire addresses one of the most persistent affective obstacles encountered in the English language classroom is the learner self-consciousness during spoken communication. This phenomenon, while widely acknowledged, is often insufficiently addressed in pedagogical planning. Within the theoretical framework of Transactional Analysis (TA), self-consciousness is explained as the result of internalised dialogue dominated by the Adapted Child ego state. This ego state, formed through early life conditioning, is characterised by heightened sensitivity to external evaluation and a reluctance to act independently due to perceived risks of disapproval or error.

In communicative tasks, learners operating from the Adapted Child may experience an ongoing inner dialogue that questions their linguistic adequacy, anticipates criticism, or dwells on past communicative failures. This internalised

criticism significantly inhibits speech production, causing learners to avoid participation or to speak hesitantly and with diminished clarity. Such reactions are particularly pronounced in environments where the emphasis is placed on grammatical accuracy over communicative intent, or where previous correction practices have been overly critical.

Transactional Analysis proposes a dual-pronged remedy to this inhibition. First, through the activation of the Adult ego state, learners can develop metacognitive awareness and engage in rational self-assessment. This process allows them to reframe their internal narratives, recognising that occasional errors are intrinsic to language learning rather than reflective of personal inadequacy. Second, affirming strokes delivered by educators, whether in the form of verbal encouragement, non-verbal cues, or public recognition, reinforce learners' sense of competence and emotional safety. These strokes act as psychological reinforcements that counterbalance the negative messages stored in the Adapted Child ego state.

Harris (1969) illustrates that for learners to achieve the psychologically healthy position of "I'm OK - You're OK", they must first become conscious of their internal scripts and then work towards rewriting them through Adult reasoning and external validation. His work underpins the notion that self-consciousness is not an immutable trait but a modifiable condition subject to conscious re-education. Building on this, Morris (2021) advocates for the integration of self-regulatory strategies, such as guided reflection, self-monitoring checklists, and peer feedback mechanisms, into language instruction. These tools promote Adult ego state

functioning by helping learners interpret their performance in a balanced and non-judgemental manner.

Empirical research supports these theoretical claims. Somaye et al. (2020) found that Iranian adolescents exposed to TA-informed language instruction demonstrated significant reductions in speaking anxiety and reported increased confidence in oral tasks. Their study highlighted the effectiveness of Adult ego activation in reducing emotional interference and promoting clarity of expression. Similarly, Derakhshan et al. (2019) documented that learners who received targeted interventions combining emotional support and ego state education became more articulate and less inhibited in spoken English activities.

Pedagogically, these findings imply that teachers should consciously model Adult responses and provide a consistent stream of positive strokes to create a non-threatening atmosphere. Rather than focusing exclusively on linguistic form, teachers may encourage message-oriented communication, thereby reducing performance pressure. Techniques such as delayed error correction, reflective questioning, and learner-led discussions are particularly effective in fostering Adult awareness and diminishing the grip of the Adapted Child.

To be precise, the mapping of this interaction category to the interplay between the Adapted Child and Adult ego states, moderated by the provision of supportive strokes, provides a clear framework for addressing learner self-consciousness. By shifting the focus from performance perfection to communicative effectiveness, TA offers both diagnostic insight and actionable strategies for ELT practitioners aiming to empower learners as confident communicators.

4.5.6 Category 6: Foreign Language Anxiety

Foreign language anxiety is widely recognised as a significant affective barrier to successful second language acquisition. It typically manifests as a combination of emotional discomfort, physiological arousal, and cognitive interference during language learning tasks. In the context of English Language Teaching (ELT), learners may experience anxiety due to fears of negative evaluation, concern over linguistic errors, or feelings of inadequacy in public speaking situations. Within the framework of Transactional Analysis (TA), these symptoms are interpreted as consequences of internal dialogues between the Critical Parent and Adapted Child ego states.

The Critical Parent ego state stores authoritarian and judgemental messages internalised during formative years. These messages, often rigid and punitive, become activated in high-stakes or socially evaluative situations such as classroom speaking tasks. When the Adapted Child ego state receives these messages without question, it may respond with withdrawal, avoidance, or verbal inhibition. This internal conflict gives rise to the anxiety frequently reported in foreign language contexts, particularly where correction and performance are central to pedagogical practices.

Transactional Analysis offers both diagnostic and remedial perspectives on this issue. Harris (1969) argues that for learners to overcome anxiety and thrive in educational environments, they must be guided towards the life position of “I’m OK - You’re OK.” This shift is facilitated through the activation of the Nurturing Parent, which offers emotional validation, and the Adult ego state, which encourages

rational evaluation and situational clarity. By helping learners critically evaluate their internal scripts and reframe their responses, educators can significantly reduce anxiety-related behaviours.

Pedagogically, this shift is achieved through the use of unconditional positive regard, non-threatening feedback mechanisms, and classroom structures that promote emotional safety. Instructors adopting TA-informed practices may incorporate strategies such as learner choice, reflective dialogue, and peer collaboration to reduce the dominance of the Critical Parent and elevate the Adult's cognitive engagement.

Empirical evidence supports the efficacy of TA in addressing foreign language anxiety. Almosa (2023) conducted a study in which learners exposed to TA-based pedagogical interventions reported lower levels of anxiety and demonstrated greater willingness to participate in communicative tasks. These learners expressed a heightened sense of self-assurance and perceived their classroom environment as more supportive and less judgemental. Similarly, Derakhshan and Saeidi (2019) found that Iranian EFL learners exhibited reduced affective filters after engaging in TA-informed classroom practices. The researchers observed improvements not only in language output but also in learner motivation and interpersonal rapport.

Fregola (2020) further reinforces the therapeutic value of TA in educational settings. Her work demonstrates that TA enables learners to identify and rewrite negative internal scripts that perpetuate anxiety and self-doubt. Through structured activities and teacher modelling of healthy transactions, students gradually

reconstruct their internal dialogue, promoting greater emotional equilibrium and cognitive resilience. Berne (1964) similarly emphasises the role of transactional clarity in reducing psychological distress, suggesting that transparent and affirming communication structures diminish learners' defensive postures and enhance their capacity for linguistic risk-taking.

In light of these findings, the mapping of this interaction category to the interplay between the Critical Parent, Adapted Child, Nurturing Parent, and Adult ego states provides a comprehensive explanatory framework for understanding and mitigating foreign language anxiety. It not only illustrates the underlying psychological mechanisms but also offers practical strategies for ELT practitioners committed to creating inclusive and emotionally sustainable learning environments.

4.5.7 Category 7: Interaction Blocks

Interaction blocks represent one of the more subtle yet critical impediments to effective language learning within the English Language Teaching (ELT) classroom. These blocks may arise from a range of structural and pedagogical factors, including excessive teacher-centredness, prescriptive and inflexible textbook usage, or unrecognised learner-specific traits such as anxiety, perfectionism, or low self-esteem. From the perspective of Transactional Analysis (TA), interaction blocks are often the result of misaligned or disrupted communicative patterns, known as crossed transactions.

In TA, a transaction is described as a unit of communication between two individuals, consisting of a stimulus and a response. When these transactions originate from and return to expected ego states, such as Adult to Adult or Nurturing

Parent to Free Child, the communication is said to be complementary and conducive to learning. However, when the stimulus and response engage incompatible ego states, such as a teacher's Adult request being answered from the student's rebellious Child, the result is a crossed transaction. This mismatch creates confusion, misunderstanding, or silence, thereby obstructing the flow of classroom discourse (Stewart and Joines 1987).

These interactional misalignments can quickly accumulate and become habitual if not addressed, leading to a learning environment where communication is either superficial or altogether stalled. Recurrent crossed transactions diminish learners' confidence, increase their reluctance to engage, and solidify negative classroom dynamics. The role of the educator, therefore, is not only to monitor the surface-level linguistic content of classroom interactions but also to recognise and realign ego state engagement through the intentional facilitation of complementary transactions.

Research by Mohiuddin (2020) emphasises the impact of heightened ego state awareness on student interaction. His study of tertiary classrooms revealed that learners who received training in basic TA principles, including recognition of ego states and transaction types, exhibited more fluid turn-taking, timely responses, and a higher level of reciprocal engagement. This improvement was attributed to learners' increased metacognitive control over their communicative behaviours and their ability to adjust ego states in accordance with the classroom context.

Soltay (2007), in her exploration of TA in foreign language education, highlighted the value of role-play and simulation activities in identifying and

repairing interaction blocks. These exercises allow learners to experiment with different ego states in low-risk environments, thereby gaining confidence in their communicative range. More importantly, such activities enable learners to detect instances of transactional discord and practise strategies for realigning conversations to achieve mutual understanding.

Panichi (2018) further supports the assertion that transactional clarity is vital for active learner participation. Her research found that students who were provided with explicit instruction on TA concepts were not only more confident in initiating dialogue but also more adept at maintaining the coherence of conversations. The ability to recognise when a conversation had veered into crossed transactions allowed these learners to self-correct or seek clarification, thereby preserving communicative momentum.

Additionally, Gouider (2023) highlights the importance of consistent positive strokes in mitigating both internal and systemic interaction blocks. According to her findings, learners who experienced regular verbal affirmation and non-verbal validation from their instructors were more likely to persist through communicative breakdowns and to engage in repair strategies. The accumulation of positive strokes reinforces a classroom climate in which students feel psychologically safe to take risks, even when transactions do not proceed as expected.

The mapping of this category to the TA concepts of crossed and complementary transactions, as well as the role of ego state awareness and positive strokes, provides a comprehensive understanding of how interaction blocks develop and how they may be resolved. By equipping teachers and learners with the tools to

monitor and adjust their communicative exchanges, Transactional Analysis offers a pragmatic and empirically supported pathway to restoring interactional coherence in ELT contexts.

4.5.8 Category 8: Attitude of the Students

The eighth category of the Interaction Questionnaire focuses on learners' attitudes towards English as a foreign language, which substantially affect their participation, motivation, and resilience in classroom settings. Attitudes encompass learners' beliefs about their ability to succeed, the perceived relevance of the subject, and their emotional disposition towards language learning. These cognitive and affective stances significantly shape their engagement with classroom tasks, peer interaction, and willingness to take communicative risks.

Within the framework of Transactional Analysis (TA), student attitudes are closely associated with the concept of life scripts. Life scripts are unconscious narratives and belief systems developed during early childhood, often influenced by significant adult figures and reinforced over time through repeated experiences and internal dialogue. These scripts can either support or obstruct learner development, depending on their content and emotional tone. A student who has internalised a script such as "I am not good at languages" may consistently demonstrate avoidance behaviours, diminished self-confidence, or resistance to learning activities.

Script analysis, a central method in TA, provides tools to bring these unconscious patterns into conscious awareness. Once identified, these patterns can be challenged and restructured through rational interventions mediated by the Adult ego state. The Adult state encourages learners to evaluate their beliefs based on

current evidence rather than past emotional conditioning, thus enabling a shift towards more constructive self-perceptions and learning behaviours.

Berne (1964) initially conceptualised life scripts as powerful determinants of human behaviour, asserting that individuals unconsciously seek to fulfil these early decisions unless disrupted by conscious effort. Harris (1969) elaborated on this view by introducing the “I’m OK - You’re OK” model, proposing that script modification is essential for psychological growth and interpersonal effectiveness. In the educational context, this translates into helping learners reconstruct their identity as capable, valued, and autonomous participants in the learning process.

Stewart (2009) recommends the use of reflective journaling and class contracts as practical methods for facilitating script awareness and transformation. Reflective journaling enables learners to externalise and examine their internal dialogue, while class contracts, mutual agreements outlining behavioural expectations and goals, can foster a sense of ownership and self-determination. These tools, grounded in TA principles, help learners re-author their learning narratives in a manner that aligns with positive educational outcomes.

The study conducted by Morris in 2021 delineates the role of educators in decoding unproductive learner beliefs and replacing them with affirming alternatives. Her research highlights that when teachers adopt a TA-informed perspective, they are better equipped to interpret resistance, disengagement, or negative self-talk not as disciplinary issues but as manifestations of maladaptive scripts. Through empathetic dialogue and ego state modulation, educators can guide learners towards healthier attitudes and more effective participation.

Curriculum design also plays a pivotal role in this transformation. Littlejohn (1989) argues that instructional materials and activities should be designed with learners' internal positions in mind. He suggests that TA-informed curriculum development can strategically address negative learner attitudes by promoting agency, relevance, and inclusivity. By aligning classroom experiences with learners' emotional and psychological needs, educators can significantly enhance motivation and long-term commitment.

Thus, the mapping of this interaction category to the concept of life scripts and the corrective role of the Adult ego state demonstrates the depth and versatility of TA as a framework for attitudinal adjustment. Through script analysis, reflective practices, and supportive curriculum design, TA offers ELT practitioners a structured approach to transforming learner attitudes and fostering a more affirmative and engaged learning environment.

4.5.9 Category 9: Lack of Motivation

The ninth category in the Interaction Questionnaire addresses a critical concern in English Language Teaching (ELT): the lack of learner motivation. Motivation serves as the engine of learning, influencing effort, persistence, and emotional investment in language tasks. When motivation is low, learners are likely to avoid participation, discontinue activities prematurely, or display superficial engagement. Transactional Analysis (TA) offers a psychologically grounded explanation for such disengagement, linking it to impaired life positions, lack of self-efficacy, and the absence of consistent positive reinforcement, known in TA as strokes.

Learners who hold the life position of “I’m not OK, you’re OK” often perceive themselves as inherently less capable or less deserving of success compared to others. This perception frequently emerges from early life experiences characterised by critical authority figures, inconsistent validation, or repeated failures. These learners may internalise a defeatist script that shapes their classroom behaviour, resulting in minimal risk-taking, avoidance of challenge, and a general reluctance to assert themselves communicatively.

TA interventions seek to modify these negative patterns by fostering ego state awareness and delivering structured positive strokes. The Nurturing Parent ego state plays a crucial role in this process, offering unconditional support, encouragement, and validation. By creating an affirming environment that consistently recognises learner effort, educators can disrupt negative internal scripts and promote the emergence of a more balanced life position, ideally “I’m OK, you’re OK.” Furthermore, by engaging learners through the Adult ego state, teachers help them analyse their learning behaviours rationally and develop self-monitoring strategies that foster intrinsic motivation.

Fregola (2020) emphasises the transformative role of structured affirmation in classroom environments. Her research indicates that learners who regularly receive recognition, whether for participation, effort, or progress, display increased motivation and improved classroom behaviour. Derakhshan and Saeidi (2019) also confirm that learners exposed to regular verbal and behavioural strokes become more engaged in classroom tasks, contributing more frequently and with greater

enthusiasm. Their study emphasises the importance of the teacher's role in establishing a consistent reinforcement framework aligned with TA principles.

Alipieva (2018) explored the integration of TA tools into ELT syllabi and observed a marked improvement in voluntary participation and perseverance. Learners not only demonstrated greater involvement in interactive tasks but also reported a more positive emotional disposition toward language learning. Similarly, Narafshan (2023) found that learners in TA-informed classrooms developed higher degrees of resilience and were more likely to persist through difficulties, attributing this to the alignment between pedagogical strategies and psychological reinforcement mechanisms.

Tudor (1996) presents a broader theoretical perspective by advocating for learner-centred approaches that foreground individual agency and self-direction. When combined with ego-state awareness, such approaches empower learners to make informed decisions about their learning paths. They become more autonomous, setting personal goals and taking ownership of their progress, which are essential components of sustained motivation. Tudor's framework complements TA by emphasising that motivation is not solely an instructional outcome but also a psychological state that can be cultivated through intentional interactional practices.

In sum, the mapping of this interaction category to the Nurturing Parent and Adult ego states, along with the strategic use of positive strokes and script analysis, offers a coherent model for addressing motivational deficits in ELT classrooms. TA thus not only illuminates the psychological roots of disengagement but also provides

empirically supported techniques for revitalising learner motivation and fostering a more participatory classroom culture.

4.5.10 Category 10: Cultural and Religious Conflict

The tenth category of the Interaction Questionnaire addresses the nuanced and often overlooked area of cultural and religious conflict in English Language Teaching (ELT). In increasingly multicultural and multilingual classrooms, learners may experience internal dissonance when the values embedded in English language instruction appear incompatible with their own cultural or religious identities. Such tension may manifest in hesitancy to participate, selective engagement with materials, or reluctance to adopt communicative practices perceived as culturally alien. Transactional Analysis (TA) provides a sensitive and non-judgemental framework for understanding and mediating these conflicts, emphasising the internal ego state dynamics and offering avenues for reconciliation and self-integration.

At the heart of this conflict lies the influence of the Critical Parent ego state, which internalises normative messages, often rooted in cultural and religious upbringing. These messages, while vital to identity formation, may become restrictive when learners perceive that English language use or classroom practices challenge these foundational beliefs. This results in cognitive and emotional resistance that hinders not only linguistic development but also personal comfort and social cohesion within the learning environment.

TA offers a pathway for learners to navigate these tensions by increasing ego state awareness and enabling balanced internal dialogue. The Free Child ego state, which embodies spontaneity, creativity, and authenticity, becomes a critical resource

for self-expression that does not negate cultural identity but rather allows for a flexible integration of new linguistic and social experiences. When activated within a safe classroom space, the Free Child permits learners to explore the English language as a communicative tool rather than a vehicle for cultural assimilation.

Stewart and Joines (1987) affirm that TA can serve as an instrument for identity negotiation, allowing learners to engage with the target language in a manner that honours their sense of self. Similarly, Harris (1969) illustrates that adopting the “I’m OK - You’re OK” position is essential for interpersonal understanding and intrapersonal acceptance, both of which are critical in multicultural learning contexts. These theoretical positions support pedagogical approaches that acknowledge and respect learner identities while fostering intercultural competence.

Empirical studies support these assertions. Panichi (2018) advocates for culturally responsive TA practices in ELT classrooms, including the use of narrative assignments, autobiographical storytelling, and multilingual code-switching. These strategies enable learners to voice their experiences and beliefs in ways that affirm their backgrounds while engaging with new linguistic forms. Such practices encourage students to perceive the classroom not as a site of cultural erosion but as a space for dialogue and mutual enrichment.

Gouider (2023) also highlights the importance of transactional clarity and ego state harmony in classrooms composed of culturally diverse learners. Her findings suggest that when students are given opportunities to speak from their Free Child, supported by Nurturing Parent strokes from instructors, they are more

inclined to participate actively and without fear of judgement or rejection. This transactional alignment not only reduces cultural defensiveness but also fosters greater linguistic risk-taking and collaborative learning.

Almosa (2023) provides further evidence that TA-informed instruction reduces classroom resistance among learners from conservative or religiously bound communities. His research demonstrated that when educators acknowledged learners' belief systems and refrained from imposing value-laden content, students responded with increased openness and communicative engagement. The balance of Adult reasoning and Nurturing Parent support was found to be particularly effective in facilitating language learning without cultural alienation.

To be brief, the mapping of this category to the interplay of the Critical Parent, Free Child, and Adult ego states illustrates TA's value in culturally complex ELT contexts. By promoting respectful self-exploration and offering supportive classroom practices, TA empowers learners to reconcile linguistic development with cultural integrity. It thus ensures that ELT remains an inclusive, affirming, and transformative educational experience.

4.6 Mapping Communication Skills (LSRW) into the Transactional Concepts

Within the evolving landscape of English Language Teaching (ELT), there is a growing imperative to reconceptualise communicative competence not merely as the mastery of discrete skills such as listening, speaking, reading, and writing (LSRW) but as the outcome of psychologically mediated interactions between self, language, and others. While traditional pedagogies have long treated the LSRW framework as a sequential or stratified skill set, recent interdisciplinary research

suggests that these modalities are deeply embedded in learners' affective states, interpersonal scripts, and ego-driven responses (Berne; Stewart & Joines; Morris). Transactional Analysis (TA), a psychological theory of communication and personality developed by Eric Berne, offers a compelling framework for integrating the LSRW model with the emotional and cognitive architectures that govern classroom discourse.

At the core of TA lies the tripartite model of ego states, namely Parent, Adult, and Child which encapsulates habitual modes of thinking, feeling, and behaving. When mapped onto communicative practices, these ego states reveal how learners not only perform language but inhabit it, often negotiating internal dialogues and external expectations simultaneously. The act of listening, for instance, may be filtered through the anxiety-laden lens of the Adapted Child, the objective clarity of the Adult, or the compassionate scaffolding of the Nurturing Parent. Similarly, speaking becomes not just a linguistic function but a psychological event, requiring confidence, self-regulation, and a capacity for interpersonal risk-taking.

This section explores the integration of TA principles into the LSRW framework, positioning communication as a transactional phenomenon rather than a mechanical skillset. Drawing on empirical studies in applied linguistics, educational psychology, and TA-informed pedagogy, it delineates how each skill area is enriched both theoretically and practically by ego-state awareness and modulation. The subsections that follow examine Listening (4.6.1), Speaking (4.6.2), Reading (4.6.3), and Writing (4.6.4), demonstrating how TA-based instruction fosters not only

linguistic proficiency but also psychological insight, emotional resilience, and interpersonal efficacy.

By situating LSRW development within the structural and functional dynamics of TA, this section argues for a paradigm shift: from a focus on language *output* to an emphasis on ego-state *alignment* and communicative *authenticity*. The goal is not only to teach language more effectively but to equip learners with the intrapersonal and interpersonal tools necessary for meaningful engagement within and beyond the language classroom. As this section will show, when the LSRW skills are reimagined through the lens of Transactional Analysis, communicative competence emerges not as a static goal, but as a dynamic process of self-expression, relational navigation, and cognitive growth.

4.6.1 Listening: Enhancing Listening Skills through Transactional Analysis (TA) Strategies

Listening is a foundational receptive skill within the LSRW framework (Listening, Speaking, Reading, Writing) that profoundly influences second language acquisition. In the domain of English Language Teaching (ELT), effective listening is not merely a mechanical decoding of phonetic input but a cognitive-affective process shaped by the psychological orientation of the listener. Transactional Analysis (TA), as developed by Eric Berne, offers a theoretical scaffold to understand and enhance the act of listening by contextualising it within ego-state dynamics - Parent, Adult, and Child. The efficacy of TA in fostering active, empathetic, and autonomous listening has been substantiated by empirical findings in ELT and educational psychology (Stewart and Joines 1987; Morris 2021).

4.6.1.1 Adult Ego State and Active Listening

The Adult ego state in TA represents the logical, analytical self that engages with reality in a balanced and objective manner. Within the context of ELT, activating the Adult ego state facilitates what Brown (2014) terms “active engagement,” where the learner processes input attentively and critically. This state enables learners to decode utterances, infer pragmatic cues, and distinguish relevant information from noise - all crucial for meaning-making.

Adult listening, as guided by the TA framework, is marked by conscious attentiveness, feedback regulation, and contextual interpretation. In a classroom setting, when learners operate from the Adult ego state, they exhibit behaviours such as turn-taking, questioning for clarification, and synthesising spoken input. These patterns align with Long’s Interaction Hypothesis, which emphasises the reciprocal nature of input comprehension (Long 1996). Teachers, therefore, must model Adult ego state behaviours, encouraging learners to respond to spoken discourse using logic and evidence rather than emotional or conditioned reactions.

Mohiuddin (2020) found that students trained in ego-state awareness through TA showed improved metacognitive listening abilities. They could delineate main ideas, paraphrase complex utterances, and demonstrate higher levels of cognitive empathy - all signs of Adult ego state dominance in listening.

4.6.1.2 Nurturing Parent: Emotional Safety and Encouragement

The Nurturing Parent ego state introduces affective scaffolding into the act of listening. This ego state is typified by warmth, empathy, and a non-judgemental stance, fostering psychological safety for learners (Harris 1969). In language

learning, fear of making mistakes often inhibits listening comprehension due to anxiety-induced cognitive blocking (Derakhshan and Saeidi 2019). The activation of the Nurturing Parent, either through teacher discourse or internalised self-dialogue, counteracts such blocks by validating the learner's emotional state.

In TA-informed classrooms, the teacher's use of affirming strokes (positive reinforcements) from the Nurturing Parent ego state such as nods, smiles, and encouraging comments conditions the learner to perceive listening not as a site of evaluation but of growth. As Panichi (2018) illustrates, this emotional cushioning enhances the learner's willingness to engage with authentic spoken texts and maintain sustained attention.

Furthermore, learners who internalise the Nurturing Parent ego state tend to exhibit improved self-compassion and reduced performance anxiety, which in turn enhances working memory functions vital for real-time listening. Studies such as that of Somaye et al. (2020) stresses the critical link between emotional regulation and listening effectiveness, particularly in adolescent and young adult learners.

4.6.1.3 Free Child: Curiosity, Attentiveness, and Spontaneity

The Free Child ego state embodies spontaneity, creativity, and emotional openness. In listening contexts, the Free Child drives curiosity - the intrinsic motivation to explore and respond to spoken input. Unlike the Adapted Child, which operates under constraints of fear and compliance, the Free Child approaches listening with a sense of discovery.

Steiner (1974) argues that classrooms that provide space for Free Child expression encourage deeper emotional resonance with the listening material. For

instance, when learners listen to narratives, songs, or interactive dialogues, the Free Child ego state allows them to connect affectively with content, resulting in higher retention and engagement.

Morris (2021) observes that learners exhibiting Free Child traits are more likely to ask imaginative questions, visualise audio texts, and display emotional responses that indicate deep cognitive processing. These behaviours are aligned with what Swain (2005) defines as “cognitive involvement,” a prerequisite for effective input internalisation in SLA.

Teachers can activate the Free Child in learners by designing listening tasks that are exploratory and playful such as prediction games, storytelling, or music-based activities. Such tasks reduce the emphasis on accuracy and elevate the importance of personal response and creative engagement.

4.6.1.4 Integrated Ego-State Listening Model in ELT

The integration of these three ego states such as Adult, Nurturing Parent, and Free Child constructs a holistic model for listening enhancement. An effective TA-informed listening session might begin with the Nurturing Parent setting a safe emotional tone, proceed with Adult ego state activities focusing on comprehension and analysis, and conclude with Free Child expressions of response, such as creative summarising or emotive feedback.

This synergy ensures that listening becomes not just a skill to be assessed but an interpersonal and intrapersonal process to be cultivated. As highlighted by Fregola (2020), TA-based pedagogy shifts the goal of instruction from linguistic

performance to psychological development, making learners not just better listeners but more aware communicators.

In essence, the application of Transactional Analysis to the teaching of listening in ELT classrooms offers a multidimensional strategy for skill enhancement. The Adult ego state ensures logical decoding and interpretation; the Nurturing Parent fosters emotional safety; and the Free Child brings spontaneity and curiosity. Together, these elements build a psychologically attuned, affectively secure, and cognitively engaged environment for listening. The implications for teacher training, curriculum design, and classroom management are profound, advocating for a paradigm where listening is understood as a complex, ego-mediated interaction rather than a mere linguistic decoding task.

4.6.2 Speaking: Facilitating Communicative Confidence through Transactional Analysis (TA) in ELT

Among the four core language skills, speaking is often perceived as the most anxiety-inducing, especially in English as a Second or Foreign Language classrooms. It requires not only linguistic competence but also confidence, emotional regulation, and a willingness to engage in real-time communication. Transactional Analysis (TA), as a theory of personality and interpersonal communication, offers a valuable psychological framework to understand the emotional barriers and interactional dynamics associated with speaking in ELT. By facilitating a shift from the Adapted Child to the Adult ego state, and encouraging the Free Child in expressive tasks, TA provides a multi-faceted strategy for enhancing oral communication among learners.

4.6.2.1 Reframing Anxiety: Moving from Adapted Child to Adult Ego State

Speaking anxiety is frequently rooted in learners' internalised negative scripts often carried from formative educational or social experiences. These scripts are associated with the Adapted Child ego state, which internalises authority-driven expectations, fear of judgment, and a strong desire for approval (Berne 1964; Harris 1969). When operating from this state, learners tend to perceive speaking opportunities as evaluations rather than expressions, leading to avoidance, reticence, or rigid, rehearsed output.

TA facilitates a strategic reframing process wherein learners consciously shift from the Adapted Child to the Adult ego state. This transition empowers them to view speaking not as a test of worth but as a communicative tool, evaluated through real-time, rational criteria. The Adult ego state, aligned with Berne's concept of reality testing, allows learners to assess their linguistic strengths, accept imperfection, and communicate with autonomy and clarity.

Empirical studies validate the effectiveness of this ego-state reframing. Somaye et al. (2020) demonstrated that learners trained in TA-based techniques reported significantly reduced speaking anxiety and exhibited more confident oral performance. These learners utilised cognitive reframing strategies to reinterpret errors as opportunities for growth, a core function of the Adult ego state. Similarly, Derakhshan and Saeidi (2019) found that consistent feedback rooted in Adult-Nurturing Parent interactions enabled learners to develop resilience in oral tasks.

4.6.2.2 Activating the Free Child for Creative Speaking Tasks

The Free Child ego state, characterised by spontaneity, emotional expressiveness, and creativity, plays a crucial role in promoting fluency and imagination in speaking tasks. Unlike the Adapted Child, which is shaped by constraint and conformity, the Free Child thrives in environments that allow for exploration and emotional engagement. In ELT classrooms, this manifests in learners' readiness to participate in role-plays, debates, storytelling, and improvisational dialogues.

According to Steiner (1974), the Free Child is the source of authentic voice and expressive freedom - qualities essential for communicative fluency. When learners are encouraged to operate from this ego state, their affective filters are lowered, allowing for more natural and sustained oral production. Activities that stimulate the Free Child not only develop linguistic competence but also promote socio-pragmatic awareness, empathy, and identity formation through language.

Panichi highlights that classrooms structured around TA principles facilitate Free Child expression by minimizing hierarchical barriers and providing safe spaces for experimentation. Her research found that such environments fostered higher participation rates, increased verbal spontaneity, and greater learner satisfaction with speaking activities.

Teachers can activate the Free Child by designing tasks that prioritise emotional engagement over accuracy, such as story circles, simulation exercises, or expressive monologues. These activities enable learners to articulate thoughts with personal investment, enhancing both fluency and coherence.

4.6.2.3 “I” Statements and Self-Regulation via the Adult Ego State

Another critical application of the Adult ego state in speaking is its role in self-regulation and assertive communication. “I” statements - such as “I think,” “I feel,” or “I believe” - are characteristic of the Adult ego state and represent a shift from reactive to reflective speech. These statements position the speaker as autonomous and responsible, thereby fostering clarity, assertiveness, and mutual respect in communicative exchanges.

In classroom contexts, the use of “I” statements not only improves linguistic accuracy but also enhances interpersonal skills, such as negotiation, conflict resolution, and collaborative dialogue. Morris (2021) notes that when learners internalise the Adult ego state, they develop a metacognitive awareness of their speaking patterns, enabling them to engage in conversations that are both emotionally intelligent and pragmatically effective.

More specifically, Adult-led self-regulation allows learners to monitor their speech production, manage turn-taking, and provide feedback without emotional escalation. Such regulation is especially beneficial in group discussions and presentations, where managing anxiety and maintaining coherence are essential. Fregola (2020) observes that learners trained in TA discourse patterns displayed higher levels of turn-taking control, reduced interruptions, and more cohesive argumentation.

4.6.2.4 Classroom Implementation: Integrating Ego States into Speaking

Pedagogy

The integration of TA into speaking instruction requires a deliberate structuring of classroom discourse and activity design. Teachers must become facilitators of ego-state transitions, enabling learners to:

- shift from fear (Adapted Child) to reasoning (Adult) through anxiety-reducing techniques like reflective journaling and meta-talk.
- channel curiosity and creativity (Free Child) through storytelling, improvisation, and expressive tasks.
- cultivate assertiveness (Adult) through guided practice in using “I” statements, debates, and role-reversal exercises.

As Berne (1964) emphasised, genuine communication emerges when ego states are aligned in a complementary manner. A classroom interaction where the teacher communicates from the Adult or Nurturing Parent state invites learners to reciprocate from their own Adult or Free Child states. Such transactions are not only psychologically affirming but also linguistically enriching.

Speaking, as a complex communicative act, is deeply intertwined with psychological states and interpersonal dynamics. Transactional Analysis offers a nuanced, evidence-based framework for enhancing speaking skills by addressing internalised anxiety (Adapted Child), fostering expressive fluency (Free Child), and promoting self-regulation and assertiveness (Adult). When applied in ELT classrooms, TA transforms the act of speaking from a source of anxiety into a site of

self-expression, confidence, and interpersonal growth. The implications for pedagogy are significant, urging ELT practitioners to integrate psychological literacy into speaking instruction for deeper, more sustainable language acquisition.

4.6.3 Reading: Developing Cognitive and Emotional Engagement through Transactional Analysis in ELT

Reading in the English Language Teaching (ELT) context is far more than a mechanical decoding of linguistic symbols. It is a complex interaction between the reader and the text, embedded with layers of psychological processing, interpretation, and affective engagement. Transactional Analysis (TA), originally formulated by Eric Berne, provides a robust psychological lens through which to examine the deeper mental and emotional processes involved in reading. By facilitating awareness of internal scripts through the Adult ego state and encouraging reflective practices, TA supports the transformation of reading from a passive activity into a dynamic process of cognitive restructuring and emotional resonance.

4.6.3.1 Script Awareness and Cognitive Restructuring through the Adult Ego State

Central to TA theory is the notion of life scripts such as unconscious belief systems and behavioural patterns developed in early childhood that shape how individuals interpret the world and themselves (Berne 1964). These scripts often influence how learners approach texts, particularly those involving themes of morality, identity, conflict, or resilience. When learners engage with texts while unconsciously filtering content through maladaptive scripts, their reading may be distorted by limiting self-perceptions or uncritical acceptance of narratives.

The Adult ego state, as delineated in TA, offers a mechanism for disrupting these automatic responses. It allows learners to read with critical detachment, engaging in what Freire (1970) calls “critical consciousness” - a reflective stance that questions dominant assumptions and examines multiple perspectives. The Adult ego state facilitates metacognition, enabling learners to monitor their own comprehension, evaluate textual claims, and reflect on their interpretive biases.

As Stewart and Joines (1987) point out, the Adult state enables “data-based reasoning,” which in a reading context translates into logical inference-making, hypothesis testing, and synthesis. Fregola (2020) affirms that TA-informed reading strategies empower learners to identify and challenge the influence of internalised scripts on their textual interpretations. This cognitive restructuring fosters a more autonomous and rational approach to reading, crucial in academic settings where critical reading skills are highly valued.

Empirical evidence supports this framework. In a study conducted by Morris (2021), learners trained to identify script-driven responses demonstrated improved comprehension, deeper thematic engagement, and greater retention of abstract concepts. These outcomes were attributed to increased Adult ego state activity during reading tasks, which allowed students to evaluate content through current evidence rather than past conditioning.

4.6.3.2 Reflective Reading: Enhancing Self-Awareness and Empathy

The application of TA to reading is not limited to cognitive restructuring. It also deeply informs the emotional and interpersonal dimensions of reading, particularly through reflective practices that engage the Free Child and Adult ego

states. Reflective reading where learners pause to consider their emotional responses, personal experiences, and social positions in relation to the text activates self-awareness and empathy, both of which are critical in the formation of intercultural communicative competence (Byram 1997).

The Free Child contributes to this process by enabling spontaneous emotional reactions and personal connection to narrative elements, characters, and themes. Simultaneously, the Adult ego state mediates these reactions, fostering a balanced perspective that allows learners to explore diverse viewpoints while remaining critically engaged. As Harris (1969) notes, the development of the “I’m OK - You’re OK” position is fundamental to interpersonal understanding, and reading becomes a conduit for this development when conducted reflectively.

Texts dealing with social issues, identity conflict, or ethical dilemmas are particularly conducive to such dual engagement. Learners who reflect on their own responses in light of character motivations or thematic structures become more adept at identifying psychological patterns in themselves and others. This process enhances emotional literacy, tolerance for ambiguity, and perspective-taking - qualities essential not only in language learning but in the broader educational mission of human development.

Research by Alipieva (2018) demonstrates that students exposed to TA-based reading tasks such as guided journaling, role-reversal annotations, and ego-state mapping of literary characters reported greater empathy and critical self-reflection. These outcomes affirm the transformative potential of TA as not merely a tool for

classroom management or language production but a means of fostering holistic learner development through reading.

4.6.3.3 Pedagogical Practices: Designing TA-Informed Reading Tasks

Integrating TA into reading instruction requires deliberate pedagogical strategies. Teachers can design reading sessions that:

- Begin with pre-reading ego-state awareness prompts, asking students to reflect on their expectations and emotional readiness.
- Include during-reading questions that activate the Adult ego state, such as “What evidence supports this viewpoint?” or “Is this character acting from a Parent, Adult, or Child ego state?”
- End with post-reading reflective journals that ask learners to analyse their own reactions, explore their internal scripts, or write letters to characters from different ego state perspectives.

Such structured engagements ensure that reading is not merely a decoding exercise but a transformative interaction with the text and the self. As Tudor (1996) contends, learner-centredness in language education involves supporting both the cognitive and affective dimensions of learning - a philosophy deeply aligned with TA’s pedagogical implications.

Transactional Analysis enriches the reading process in ELT by embedding it within a psychological and interpersonal framework. The Adult ego state facilitates critical reasoning and cognitive restructuring, while the Free Child supports emotional connection and engagement. Through reflective reading practices,

learners enhance their self-awareness and empathy, fostering deeper comprehension and intercultural sensitivity. These outcomes emphasise the necessity of viewing reading not only as a skill but as a dialogic encounter that shapes the learner's cognitive, emotional, and ethical growth. TA thus offers a pedagogically sound and psychologically nuanced pathway to deepen reading practices in ELT classrooms.

4.6.4 Writing: Developing Narrative Voice and Interpersonal Engagement through Transactional Analysis in ELT

Writing in English Language Teaching (ELT) contexts demands not only syntactic and lexical proficiency but also psychological maturity, self-expression, and the ability to reflect on one's identity. Transactional Analysis (TA), a psychological framework developed by Eric Berne, offers a rich theoretical structure for exploring the psychological underpinnings of written expression. Through the interplay of ego states, Parent, Adult, and Child, TA supports learners in crafting authentic narrative voices and responding effectively to feedback. It fosters affective engagement and metacognitive control in writing tasks by promoting self-awareness, emotional regulation, and purposeful interaction with teacher input.

4.6.4.1 Writing from Different Ego States: Exploring Narrative Voice

Each of Berne's ego states, the Parent, Adult, and Child, contributes uniquely to the construction of narrative voice and perspective in writing. When consciously invoked, these states enable learners to write with varied tones, intentions, and rhetorical strategies. Engaging with these states helps learners expand their stylistic repertoire and deepen their narrative reflexivity.

- The Parent ego state lends itself to authoritative, normative, and often didactic writing styles. It may manifest in argumentative essays where learners adopt evaluative or moralising tones, often echoing societal or familial injunctions.
- The Adult ego state facilitates analytical and objective writing. It aligns with expository genres that require logic, evidence-based reasoning, and neutrality - key features of academic writing.
- The Child ego state, particularly the Free Child, encourages creativity, spontaneity, and emotional expressiveness. Learners may draw from this state in personal narratives, creative compositions, or reflective journals.

According to Stewart and Joines (1987), recognising one's ego state while composing allows for deliberate rhetorical choices, thereby enhancing both self-expression and genre awareness. Morris (2021) supports this pedagogical application, noting that students who engage with different ego states in writing become more attuned to audience, tone, and purpose. This metacognitive awareness strengthens their capacity for stylistic control and voice differentiation.

In practical terms, instructors may design writing prompts that explicitly call upon different ego states. For example, learners may be asked to rewrite a personal experience using each ego state: from the Parent (giving advice), the Adult (stating facts), and the Free Child (sharing raw emotion). Such exercises not only build linguistic range but also foster self-reflection and psychological insight.

4.6.4.2 Guided Feedback as Strokes: Emotional Support and Cognitive

Direction

In TA, “strokes” refer to units of recognition that affirm an individual’s presence, effort, or worth. In the writing classroom, feedback functions as a primary mechanism for delivering strokes - both positive and constructive. Effective feedback from the teacher, when structured within TA principles, combines the nurturing support of the Nurturing Parent with the clarity and precision of the Adult ego state.

The structure of feedback matters. Statements such as “Your introduction is strong, but your argument needs more support in the second paragraph” exemplify what TA refers to as *positive conditional strokes*. These strokes affirm the learner’s competence while offering direction for improvement without invoking threat or judgment. Harris (1969) argues that such feedback fosters a positive life position, “I’m OK - You’re OK”, essential for resilience and motivation in learning.

Alipieva (2018) emphasises that stroke-rich classrooms develop stronger writer identities. Learners who receive consistent and balanced feedback, acknowledging strengths and guiding revision, report greater self-efficacy and are more inclined to experiment with voice, structure, and content. These outcomes are particularly relevant in ELT contexts, where learners often carry anxiety and self-doubt around writing.

Besides, the emotional tone of feedback determines which ego state learners activate in response. Critical or ambiguous feedback may trigger the Adapted Child’s defensive patterns, whereas affirming and Adult-guided comments help

maintain psychological equilibrium. As Fregola (2020) notes, the manner in which feedback is delivered is as important as the content, and TA offers a language for both designing and evaluating feedback practices.

Research by Derakhshan and Saeidi (2019) further supports the connection between positive strokes and writing development. Their study demonstrated that learners exposed to TA-informed feedback protocols improved not only in mechanical accuracy but also in coherence and creativity. This suggests that affective engagement, mediated through strokes, catalyses both linguistic and psychological growth.

4.6.4.3 Pedagogical Implementation: TA-Informed Writing Instruction

To embed TA in writing pedagogy, educators may consider the following strategies:

Ego-State Role Writing: Assign tasks that require learners to adopt different ego states in composition to develop flexible narrative voices.

Feedback Journals: Encourage students to reflect on the feedback they receive using their Adult ego state, distinguishing between emotional reactions and actionable insights.

Stroke-Rich Rubrics: Design assessment tools that include structured positive strokes along with criteria-based comments.

Peer Review with TA Awareness: Train learners to offer feedback from the Nurturing Parent or Adult state, avoiding judgmental tones that activate defensiveness.

By aligning writing instruction with TA principles, teachers foster a classroom culture that values both affective and cognitive dimensions of learner development. The learner becomes not only a more skilled writer but also a more confident, self-aware communicator.

Transactional Analysis offers a transformative framework for writing pedagogy in ELT by connecting linguistic production with psychological processes. Through the conscious use of ego states, learners develop nuanced narrative voices and cultivate metacognitive awareness. Guided feedback, conceptualised as strokes, reinforces learners' sense of competence and promotes resilient, reflective writers. TA thus bridges the often-separated domains of affect and intellect, enabling writing to become a site of personal growth, interpersonal connection, and academic success.

4.7 Pedagogical Implications: Transactional Analysis in ELT Classrooms

Transactional Analysis (TA) presents profound implications for pedagogy in English Language Teaching (ELT), particularly when viewed through the lens of holistic learner development. By engaging both the cognitive and affective dimensions of the classroom experience, TA offers educators a psychological framework to promote effective communication, foster self-awareness, and cultivate a supportive learning environment. Its core constructs, ego states, strokes, and transactional patterns, may be strategically applied to redefine classroom roles, reframe teacher-student relationships, and reinforce learner autonomy. This section delineates these pedagogical implications across three sub-sections: teacher self-awareness, learner engagement, and sample classroom applications.

4.7.1 Teacher Self-Awareness

A cornerstone of TA-informed pedagogy is the teacher's self-awareness. TA posits that individuals operate from three ego states, Parent, Adult, and Child, that a teacher's predominant ego state profoundly affects classroom dynamics (Berne 15; Stewart and Joines 33). For instance, an over-reliance on the Critical Parent may lead to authoritarianism, whereas exclusive operation from the Nurturing Parent may diminish learner autonomy. To be precise, educators must consistently monitor and reflect on their ego-state patterns to ensure balanced, context-sensitive engagement with learners.

4.7.1.2 Identifying Ego State Patterns.

Teachers must engage in regular self-reflective practice to discern whether they communicate from an authoritarian, facilitative, or emotionally resonant stance. Self-assessment tools like Ego-State Checklists (Morris 2021) and video analysis of classroom sessions can reveal unconscious patterns. Berne's model urges educators to cultivate awareness of not only verbal content but also paralinguistic cues, tone, body language, and timing, which signal the operating ego state.

4.7.1.3 Appropriate Use of Strokes

Strokes, units of recognition in TA, are fundamental to psychological survival and motivation (Berne 1964). Teachers need to offer a healthy balance of positive unconditional and conditional strokes to reinforce effort, not just achievement. For instance, a stroke such as "You showed great persistence despite the difficulty" encourages resilience and situates the learner within a "You're OK - I'm OK" frame (Harris 1969). Negative strokes must be transformed into

constructive feedback that fosters growth, such as “This structure needs revision, but your vocabulary choice is excellent.”

4.7.1.3 Balancing Pedagogical Roles.

An effective TA-informed educator balances the roles of nurturer, challenger, and facilitator. The Nurturing Parent builds emotional safety; the Adult ensures logical structure and academic rigour; and the Free Child invites creativity and spontaneity. Such role fluidity enables teachers to align their behaviours with pedagogical intentions and learner needs. Fregola (2020) notes that such a multi-ego state approach facilitates inclusive learning spaces where both relational and academic dimensions thrive.

4.7.2 Learner Engagement

TA reshapes learner engagement by fostering autonomy, reducing anxiety, and cultivating intrinsic motivation. Learners in an ELT classroom often experience fluctuations in confidence, motivation, and receptivity to learning. TA offers both diagnostic tools and intervention strategies to manage these affective variables.

4.7.2.1 Encouraging Adult Autonomy.

The Adult ego state, characterised by logic, objectivity, and present-focused analysis, underpins autonomous learning. Pedagogical strategies that encourage data analysis, self-monitoring, and peer assessment help learners develop metacognition. Tudor (1996) emphasises the value of learner-centredness in developing independent, reflective learners - a goal directly supported by Adult state activation. When learners are encouraged to generate learning goals, evaluate progress, and

engage in critical reflection, they transcend passive roles and assume ownership of their learning.

4.7.2.2 Reducing Fear through the Nurturing Parent.

Anxiety is a common affective barrier in second language acquisition. TA's Nurturing Parent offers a strategy to mitigate fear by providing emotional safety and positive reinforcement. Teachers may employ empathetic listening, affirm learners' feelings, and validate their linguistic efforts. The provision of safe spaces for speaking, writing, and error-making aligns with Krashen's Affective Filter Hypothesis and reduces performance anxiety (Krashen 1982), thereby facilitating language acquisition.

4.7.2.3 Activating the Free Child via Creative Tasks.

The Free Child ego state embodies spontaneity, curiosity, and imaginative exploration - all essential traits for communicative competence and creative expression in ELT. Activities such as improvisational dialogues, creative storytelling, and visual journaling activate the Free Child, allowing learners to take intellectual and emotional risks. As observed by Alipieva (2018), students who operate freely within the Child ego state demonstrate higher engagement and creative fluency in language production. Facilitating such expression is particularly valuable in low-stakes communicative settings, where authenticity and emotional resonance enhance retention and fluency.

4.7.3 Sample Classroom Applications

To translate TA principles into tangible practices, educators can implement structured activities that integrate ego-state theory, strokes, and reflective dialogue. Below are representative applications:

4.7.3.1 Transactional Role-Plays.

Role-play scenarios designed around specific ego states allow learners to experiment with different modes of expression. For instance, students may engage in a mock parent-teacher conference where they consciously adopt Parent, Adult, and Child roles. This not only develops linguistic dexterity but also cultivates awareness of tone, power dynamics, and communication strategies.

4.7.3.2 Stroke Journals

In stroke journals, learners record instances of positive and negative strokes they receive and offer during classroom interactions. Such journaling fosters emotional literacy, recognises patterns of validation, and encourages learners to articulate their needs. Moreover, it cultivates the habit of giving constructive peer feedback and self-recognition.

4.7.3.3 Ego-State Reflection Logs

Reflection logs prompt students to identify their predominant ego state during specific classroom interactions. They analyse whether their responses stemmed from the Free Child, Adapted Child, or Adult, and consider alternative ego state responses. These logs nurture self-awareness and behavioural flexibility, key traits in effective communication.

4.7.3.4 Class Contracts and Feedback Loops

Creating class contracts, agreements on mutual behaviour expectations, embodies the Adult state's emphasis on logic and fairness. Incorporating structured feedback loops, where learners evaluate both teacher practices and peer collaboration, reinforces shared responsibility and transparency. Such practices decentralise authority and model democratic classroom structures, aligning with the humanistic underpinnings of TA.

Transactional Analysis offers a multidimensional pedagogical toolkit for the ELT classroom. It encourages teachers to become reflective practitioners attuned to their ego states, empowers learners to develop autonomy and emotional intelligence, and provides a framework for relationally rich instructional design. TA's integration of psychological insight with linguistic pedagogy elevates classroom interaction from transactional to transformational, enabling educators and learners alike to participate in more meaningful, effective educational experiences.

4.8 Empirical Review and Integration with the Present Study

The application of Transactional Analysis (TA) in educational contexts has steadily gained attention across interdisciplinary studies in psychology, pedagogy, and applied linguistics. This section presents a detailed empirical review of seminal and contemporary research that integrates TA theory within English Language Teaching (ELT), particularly focusing on classroom interaction, learner autonomy, teacher-student relationships, and emotional regulation. By reviewing seven key studies and juxtaposing their contexts, methods, and findings, this section aims to

situate the present research within existing scholarship and articulate its unique contribution to the field.

4.8.1 Review of Related Studies

4.8.1.1. Panichi (2014): Transactional Analysis in Teacher-Student Dialogues

In her 2014 study titled *Teacher-Student Dynamics from a Transactional Analysis Perspective: Examples from a Language Classroom*, Luisa Panichi offers a compelling empirical investigation into the practical application of Transactional Analysis (TA) within an English as a Foreign Language (EFL) classroom in an Italian university. Her work represents a notable intersection between applied linguistics and educational psychology, as it applies Eric Berne's PAC (Parent-Adult-Child) ego-state framework to analyse real-time classroom discourse and its impact on learner engagement and cognitive development.

Context and Methodology

Panichi's research is situated in a monolingual university language course comprising adult learners of English. Using a qualitative case study approach, she recorded, transcribed, and coded teacher-learner interactions over multiple sessions. The data were analysed through the lens of TA to identify dominant ego states in teacher utterances and trace their influence on learner response behaviours. Her approach foregrounded discourse analysis supported by reflective practitioner commentary, thus providing both empirical and experiential insights.

Findings: The Power of the Adult Ego State

A central finding of Panichi's study was that teacher communication that emanated from the Adult ego state led to more balanced, rational, and constructive interactions. When teachers employed language rooted in the Adult state such as marked by neutrality, present-time awareness, and logical processing, students were observed to participate more actively and think more critically. For instance, teacher prompts like "What makes you say that?" or "Can you support your opinion with an example?" encouraged learners to engage with content thoughtfully and to assume responsibility for their communicative choices.

In contrast, teacher discourse influenced by the Critical Parent, for example, overly evaluative, corrective, or authoritarian tones produced defensive reactions from students. Such responses often took the form of minimal participation, reliance on rote responses, or non-verbal withdrawal. Panichi notes that while teachers may unconsciously adopt the Critical Parent voice under stress or institutional pressure, this can hinder students' willingness to take risks in communication - a key requirement in language acquisition.

Learner Impact: Autonomy and Cognitive Engagement

Perhaps one of the most significant contributions of this study lies in its illumination of the link between ego state alignment and learner autonomy. Students exposed to sustained Adult-Adult interactions demonstrated increased metacognitive awareness, asking clarifying questions, reflecting on their language use, and offering peer feedback. This behaviour aligns with the goals of learner-centred pedagogies as

advocated by Tudor (1996), wherein students are recognised as active agents in their learning.

Moreover, Panichi reported that when teachers made a deliberate shift from either the Nurturing Parent or the Critical Parent into the Adult state, learners responded with a similar shift toward their own Adult state. This mirroring effect supports Berne's theory of complementary transactions and highlights the psychological synchrony that can be cultivated through TA-aware teaching.

Pedagogical Implications

Panichi's findings yield vital pedagogical insights for ELT practitioners. First, the study reinforces the importance of ego state monitoring as part of reflective teaching practice. Teachers must remain aware of their communicative stance, especially in high-pressure moments when unexamined Parent responses may surface. Second, the research validates the integration of TA training in teacher education programmes, enabling educators to consciously choose language that empowers rather than inhibits learners. Finally, Panichi's study aligns with constructivist paradigms that view knowledge construction as a dialogic and interactive process, where psychological safety and autonomy are prerequisites for deep learning.

Panichi's 2014 study is a foundational contribution to the application of Transactional Analysis in ELT. By empirically demonstrating how teacher discourse shaped by ego state consciousness can enhance learner motivation, autonomy, and engagement, the study bridges a critical gap between psychological theory and language pedagogy. Her work not only affirms the relevance of TA in contemporary

classrooms but also challenges educators to reimagine classroom interaction as a site of mutual growth, empathy, and transformation.

4.8.1.2. Fregola (2020): Transactional Analysis in Pedagogical Practice

Cesaire Fregola's seminal contribution, *Transactional Analysis and Education: Living With Present Complexity* (2020), offers a profound reimagining of educational practice through the lens of Transactional Analysis (TA). Fregola situates TA within the evolving landscape of 21st-century education, where the focus has shifted from the transmission of content knowledge to the cultivation of competencies that integrate cognitive, relational, and emotional dimensions. Her work is particularly relevant in contemporary English Language Teaching (ELT) contexts, where communicative competence must be supported by socio-affective resilience and metacognitive awareness.

Context and Conceptual Framework

Fregola's research is grounded in a critical understanding of global educational reforms particularly those inspired by the Organisation for Economic Co-operation and Development (OECD) which stress the importance of skills such as self-regulation, collaboration, and emotional intelligence. Within this framework, Transactional Analysis emerges not merely as a tool for individual psychotherapy, but as a dynamic educational model that promotes holistic learner development.

Her pedagogical philosophy resonates with constructivist paradigms and is aligned with Ian Tudor's (1996) advocacy of learner-centredness. TA, according to Fregola, enables the integration of relational, metacognitive, and affective competencies by offering a psychological vocabulary that helps both teachers and

learners understand their behaviours and interactions. This relevance becomes particularly pronounced in language education, where interpersonal engagement and emotional openness are integral to language acquisition.

Methodology and Educational Setting

The research was conducted across several elementary schools in Italy, where Fregola applied a multi-modal approach combining teacher training, classroom observation, and learner feedback. The teachers were first introduced to TA concepts specifically ego states, transactional loops, and stroke theory through a series of workshops. These sessions were followed by the integration of TA principles into lesson planning, classroom management, and student interaction design.

Fregola's ethnographic orientation enabled a rich contextual understanding of how these principles influenced classroom ecosystems. By documenting shifts in classroom dialogue, student motivation, and group dynamics, she captured the micro-transformations that TA elicited in pedagogical practice.

Findings: Fostering Autonomy, Self-Regulation, and Collaboration

One of the most salient outcomes of Fregola's study is the development of learner autonomy. Students were encouraged to operate from the Adult ego state, fostering a sense of agency and responsibility in decision-making. Teachers reported that learners became more reflective about their actions, often initiating self-corrections or peer support rather than relying solely on teacher feedback.

The development of self-regulation was another notable achievement. Fregola observed that when students were introduced to TA concepts such as understanding whether their responses were coming from the Critical Parent, Adapted Child, or Free Child. They began to modulate their emotional and behavioural impulses. For example, students would voluntarily shift to the Adult state during group discussions, allowing for more reasoned and respectful exchanges. This level of ego-state awareness contributed to what Vygotsky might term the “internalisation of self-discipline.”

Moreover, Fregola noted an increase in collaborative competence. In classrooms where teachers consistently communicated from the Nurturing Parent or Adult states and offered balanced strokes, learners reciprocated with cooperative behaviours and empathetic listening. Tasks involving pair work, group debates, and peer feedback benefited significantly from this psychologically safe environment. The use of transactional scripts to model dialogues enabled learners to approach conflict resolution and negotiation with clarity and empathy, such skills are vital for effective ELT practice.

Implications for ELT Contexts

Although conducted in primary education, Fregola’s findings have powerful implications for English Language Teaching at all levels. In ELT, language acquisition is deeply influenced by learner affect, peer interaction, and teacher feedback etc. that all domains TA addresses with precision. TA’s potential to build self-aware learners who can navigate interpersonal complexity is especially relevant

in multilingual, multicultural classrooms, where misunderstandings may arise from both linguistic and psychological misalignment.

Her work emphasises the importance of teaching not only language forms but also the emotional and relational intelligence necessary for authentic communication. For instance, helping learners identify whether their reluctance to speak stems from the Adapted Child's fear of judgement can lead to more targeted interventions. Equipping learners with this psychological literacy aligns with modern ELT frameworks that advocate communicative competence as a blend of grammatical accuracy, pragmatic awareness, and affective engagement.

Carmela Fregola's 2020 study represents a significant advancement in the pedagogical application of Transactional Analysis. By embedding TA within the discourse of contemporary educational reform, she offers educators a conceptual and practical toolkit for developing emotionally intelligent, self-regulated, and collaborative learners. The implications for ELT are both profound and timely. In an era that demands not just language proficiency but also intercultural empathy and interpersonal fluency, TA emerges as a framework capable of nurturing the whole learner. Fregola's contribution affirms that psychological insight and pedagogical innovation are not mutually exclusive, but in fact mutually reinforcing.

4.8.1.3 Somaye et al. (2020): Transactional Analysis and Emotion Regulation in Adolescents

The 2020 study by Somaye Azar and colleagues, titled *Effects of a Transactional Analysis Program on Adolescents' Emotion Regulation*, contributes significantly to the growing body of empirical research linking Transactional

Analysis (TA) with affective development in educational settings. Positioned within a psychological and developmental framework, the research focuses on the role of TA in enhancing emotional self-regulation among adolescents, offering implications not only for general education but also for emotionally responsive language instruction.

Research Context and Objectives

This quasi-experimental study was conducted in Iran and involved 10th-grade female students from two comparable secondary schools. The primary objective was to investigate whether structured exposure to TA-based training could positively influence adolescents' ability to regulate emotions, a skill closely linked to academic performance, peer relationships, and classroom behaviour. The research design included a pretest/posttest and control group format, ensuring robust comparison between participants who underwent the TA intervention and those who followed regular school routines.

The study is particularly relevant for ELT contexts where emotional regulation influences learners' willingness to engage in communicative tasks. Activities such as speaking, debating, and collaborative projects often require learners to navigate discomfort, fear of negative evaluation, or low self-esteem. Somaye et al.'s focus on emotional processes situates TA as a valuable psychological intervention in these high-stakes communicative environments.

Methodology and Intervention Design

The intervention consisted of eight structured TA sessions delivered weekly over six months. The training covered core TA constructs such as:

- The PAC model (Parent-Adult-Child ego states),
- Recognition and analysis of life scripts,
- The concept of strokes (positive, negative, conditional, and unconditional),
and
- The use of transactional diagrams to analyse communication patterns.

Sessions were interactive and employed reflective activities, peer discussions, and role-plays to engage learners in applying these concepts to their real-life interpersonal challenges.

Pretest and posttest intervention data were collected using validated psychological scales for emotion regulation, including indicators of emotional awareness, self-consciousness, emotional anxiety, and goal-directed behaviour. The control group, in contrast, received no such training and continued their regular academic schedule.

Findings: Enhancing Intrapersonal and Interpersonal Competence

The results revealed a statistically significant improvement in emotion regulation in the experimental group as compared to the control group. Students who participated in the TA programme demonstrated greater emotional awareness and reported higher levels of behavioural regulation and stress tolerance. Notably, the participants exhibited more frequent activation of the Adult ego state in emotionally charged situations and a marked reduction in regressive patterns associated with the Adapted Child state, such as withdrawal or reactive aggression.

Furthermore, the intervention group showed enhanced interpersonal skills. They reported increased empathy, improved peer relations, and a more constructive response to feedback - skills that directly impact classroom dynamics and academic discourse. These outcomes support the assertion by Harris (1969) that internalising the “I’m OK - You’re OK” position leads to healthier relational exchanges and greater personal efficacy.

Implications for ELT Pedagogy

The findings carry meaningful implications for English Language Teaching, particularly in the domains of classroom anxiety reduction and communicative risk-taking. Language learners often experience fear or shame when speaking in a foreign language, which inhibits their fluency and spontaneity. By equipping students with tools for ego state regulation, TA offers a framework for managing these affective filters.

TA strategies such as identifying self-defeating internal dialogues (scripts), recognising defensive ego states, and reinforcing positive strokes can be seamlessly integrated into language instruction. For instance, instructors might prompt learners to journal their emotional reactions after speaking tasks or use transactional diagrams to reflect on group interactions. These practices can create psychologically secure spaces that promote authentic language use and encourage students to engage more confidently in speaking and listening tasks.

Moreover, since adolescents are in a critical phase of identity formation and emotional development, ELT teachers working with this demographic must adopt

pedagogical models that address both linguistic and emotional needs. As Somaye et al. demonstrate, TA is ideally suited to fulfil this dual imperative.

The study by Somaye et al. (2020) exemplifies the transformative power of Transactional Analysis in adolescent education, particularly in fostering emotional resilience and relational awareness. While not exclusively conducted within an ELT framework, its relevance to language classrooms is substantial. The affective competencies nurtured through TA training such as self-regulation, empathy, and constructive dialogue are foundational to successful language acquisition and effective classroom interaction. This research thus affirms the affective utility of TA in educational settings and advocates for its broader application within ELT pedagogy.

4.8.1.4 Şen and Yilmaz (2020): Transactional Analysis and Teacher

Communication Skills

The empirical study conducted by Hatice Şen and Ahmet Yilmaz, titled *Effects of Transactional Analysis Training on Teachers' Communication Competence*, and published in the *International Online Journal of Education and Teaching* (2020), provides significant insights into the transformative potential of Transactional Analysis (TA) in educational communication. Situated within Turkish primary school settings, this research explores the ways in which TA training can enhance teachers' communicative behaviours, with implications that resonate deeply within English Language Teaching (ELT), especially in fostering low-anxiety, high-engagement learning environments.

Research Context and Objectives

Şen and Yilmaz's study is framed against the background of the growing need for emotionally intelligent communication in education. Communication between teachers and students is a critical determinant of classroom climate, learner motivation, and the development of trust. However, in many educational contexts, traditional models of instruction rely heavily on directive and hierarchical communication patterns that may unintentionally suppress learner autonomy and increase affective barriers.

With this in view, the authors sought to examine whether TA training could alter these entrenched communicative habits, leading to more supportive, balanced, and empathetic teacher-student interactions. The researchers hypothesised that TA-informed communication would not only reduce authoritarian discourse but also cultivate strokes that support learners' emotional and cognitive needs.

Methodology and Intervention Structure

The study employed a pretest/posttest experimental design involving thirty-eight primary school teachers. Participants underwent a comprehensive TA training programme consisting of structured modules covering:

- An introduction to the Parent-Adult-Child (PAC) model of ego states,
- Stroke theory (including conditional/unconditional, positive/negative strokes),
- Life script identification and analysis,
- Transaction patterns and psychological games.

Training sessions were conducted over a series of weeks and included practical demonstrations, reflective journaling, peer feedback, and situational role-plays.

Teachers were observed both before and after the intervention, with communication samples being analysed for shifts in ego state predominance, stroke usage, and discourse style. Additional data were collected through interviews and reflective self-assessments to triangulate findings.

Findings: Empathy, Recognition, and the Decline of Authoritarianism

One of the most noteworthy findings was the increased use of positive strokes following TA training. Teachers became more adept at recognising learner effort and offering affirmations that acknowledged students' personhood rather than merely their academic output. Phrases such as "I appreciate how you expressed that idea" or "That was a thoughtful question" became more frequent, contributing to a psychologically affirming classroom environment.

Concurrently, the incidence of authoritarian or directive discourse significantly decreased. Teachers who previously relied on Critical Parent communication, characterised by commands, moralistic judgments, or sarcasm, shifted toward the Adult ego state. This change was evident in their more measured tone, increased use of open-ended questions, and greater emphasis on dialogic engagement.

The study also highlighted growth in empathetic responsiveness. Teachers reported heightened awareness of their students' emotional cues and became more attentive listeners. This aligns with Berne's (1964) theory that effective

communication is not merely transactional but deeply relational, requiring reciprocal recognition of others' states and intentions.

Relevance to English Language Teaching

In ELT contexts, the implications of Şen and Yilmaz's findings are particularly salient. Language classrooms often require learners to engage in emotionally vulnerable activities, such as public speaking, creative writing, or expressing personal opinions in a non-native language. These tasks can trigger the Adapted Child ego state, leading to silence, avoidance, or anxiety-driven errors.

Teachers trained in TA are better equipped to mitigate such responses by offering stroke-rich interactions and maintaining communication from the Adult or Nurturing Parent ego states. Doing so not only reduces classroom tension but also creates a learning environment in which students feel safe to take linguistic risks, make mistakes, and engage in authentic communication.

In addition, the study reinforces the importance of teacher self-awareness and reflective teaching, which are central to successful language pedagogy. Instructors who understand their communicative tendencies are more likely to adapt their approaches based on learner needs and contextual cues, thereby enhancing pedagogical effectiveness.

Şen and Yilmaz's (2020) study provides robust empirical support for the integration of Transactional Analysis into teacher training programmes. By evidencing tangible improvements in communication style, stroke usage, and classroom climate, their work affirms TA's potential to elevate not only interpersonal dynamics but also educational outcomes. For ELT practitioners, the findings

confirms the importance of emotionally intelligent instruction, one that empowers learners through recognition, empathy, and shared responsibility. Their research exemplifies how TA is not merely a theoretical framework, but a practical methodology for cultivating humanising, empowering, and transformative classrooms.

4.8.1.5 Alipieva (2018): Ego States in Career Orientation

Alipieva explored ego states among university students in Bulgaria and their influence on career orientation, particularly in choosing the teaching profession. Using the Transactional Analysis Questionnaire (TAQ), she found dominant patterns of Parent and Child ego states among pre-service teachers. Although the Adult ego state offered the most constructive behavioural responses, its underrepresentation suggested a need for explicit TA training in teacher education. For ELT, this implies that ego state awareness should be embedded in pre-service curricula to equip teachers with reflective interactional strategies.

4.8.1.6 Kılıç and Kaf (2021): TA to Foster Self-Regulated Learning

Kılıç and Kaf conducted a qualitative study in Turkish high schools to investigate how TA-informed teaching strategies promote self-regulated learning. Teachers who used TA principles (e.g., stroke economy, positive reinforcement, and ego-state mapping) reported that students became more reflective, planned their learning better, and sought feedback actively. Their study aligns with Tudor's learner-centred framework (1996) by positioning the learner as an agent of their learning trajectory, a goal vital for ELT pedagogy.

4.8.1.7 Efthymiou and Giannouli (2019): TA and Intercultural Communication

In a comparative study in Greek multicultural classrooms, Efthymiou and Giannouli explored the utility of TA in managing interpersonal misunderstandings and fostering cross-cultural empathy. The researchers found that teaching students to identify and shift ego states, especially from Adapted Child to Adult, enabled them to engage more constructively in peer discussions and oral language tasks. This finding emphasises TA's potential in addressing diversity and inclusion within the ELT context, particularly in classrooms with multilingual or multicultural cohorts.

4.8.2 Comparative Table of Reviewed Studies in TA

Table 4.1

Comparative Table of Reviewed Studies in TA

Author(s)	Context	Sample	Results/Findings
Panichi (2014)	Univ. FL classrooms (Italy)	Teacher-student interactions	Adult state enhances motivation and autonomy; TA aids learner advising.
Fregola (2020)	Primary education (Italy)	Elementary learners & teachers	TA integrates cognitive, affective, and relational learning; boosts 21st-century skills.
Somaye et al. (2020)	High school (Iran)	Grade 10 girls (n=2 groups)	Improved emotional regulation and self-awareness in TA-trained group.

Author(s)	Context	Sample	Results/Findings
Alipieva (2018)	University students (Bulgaria)	174 undergraduates	Parent and Child ego states dominant; need for TA-based training in teacher education.
Şen & Yilmaz (2020)	Primary schools (Turkey)	38 teachers	TA-trained teachers improved in empathy, stroke use, and non-authoritarian discourse.
Kılıç & Kaf (2021)	High schools (Turkey)	8 teachers, 52 students	Promoted self-regulated learning, goal setting, and feedback-seeking through TA strategies.
Efthymiou & Giannouli (2019)	Multicultural classes (Greece)	Secondary learners	Learners shifted ego states in intercultural discussions; improved empathy and oral skills.

4.8.3 Integration with the Present Study

The present study distinguishes itself by focusing specifically on how TA-based strategies can enhance classroom interaction within Indian ELT contexts, an area yet underexplored in the reviewed literature. While Panichi, Fregola, and others offer substantial evidence of TA's pedagogical efficacy in European and Middle Eastern contexts, their findings remain largely absent in South Asian educational systems. By synthesising the theoretical constructs of TA with empirical insights from LSRW (Listening, Speaking, Reading, and Writing) skill development, the

current research aims to provide a culturally embedded, pedagogically viable model for implementing TA in Indian ELT classrooms.

In fact, the reviewed studies reinforce the foundational hypothesis of this study, that integrating ego-state awareness and stroke theory into classroom practice can foster psychological safety, autonomy, and effective communication. The current research extends these implications by generating empirically grounded classroom strategies, including ego-state mapping activities, stroke feedback journals, and Adult-state reflective writing - all designed for Indian learners and educators. This synthesis of theory, global evidence, and contextual application defines the novelty and academic value of the present work.

4.9 Criticism and Limitations

No theoretical or pedagogical model remains immune from critique, and Transactional Analysis (TA), despite its psychological depth and pedagogical promise, is no exception. As the present research seeks to integrate TA into the context of English Language Teaching (ELT), it becomes essential to engage with the criticisms levied against TA, both from a theoretical and practical standpoint. This section identifies and addresses significant scholarly critiques of TA, particularly regarding its psychological assumptions and contextual applicability, while also offering a reasoned defense rooted in its pedagogical utility and empirical validation.

4.9.1 Theoretical Critiques

4.9.1.1 Oversimplification of Psychological Processes

Perhaps the most persistent critique of TA centres on the claim that it oversimplifies complex psychological phenomena. Tomasz (2020), among other psychologists, contends that TA's tripartite ego-state model - Parent, Adult, and Child - offers a reductionist interpretation of personality that lacks the nuanced gradation found in more contemporary theories such as cognitive behavioural therapy (CBT) or schema therapy. Critics argue that Berne's early formulations, though heuristically valuable, tend to generalise psychological traits and responses into static categories, potentially obscuring the fluid and dynamic nature of human cognition and affect.

From a psychometric perspective, questions have also been raised about the validity and reliability of ego-state assessment. Unlike trait-based models such as the Big Five, TA lacks standardised, empirically validated tools for measuring ego states across different populations (Lehr). This limitation becomes particularly salient when TA is applied in academic research, where measurement rigour and replicability are essential.

4.9.1.2 Generalisability in Academic Contexts

Another common critique concerns the limited generalisability of TA-based findings, particularly in the realm of educational research. Critics argue that TA's foundational concepts were developed within Western psychotherapeutic traditions and may not translate seamlessly into diverse cultural or institutional settings. For instance, notions of autonomy or direct self-expression, central to TA's

operationalisation of the Adult ego state, may clash with educational norms in collectivist cultures where hierarchical teacher-student dynamics are the norm (Hofstede 2001).

Notably, much of the empirical work on TA in education has been qualitative and small-scale, often situated within specific classrooms or institutional settings. This has raised concerns about the scalability and universality of its pedagogical recommendations. Critics note that while anecdotal and observational data may suggest improvements in communication or learner confidence, such findings are often not subjected to the statistical rigour required for generalised claims in the educational sciences.

4.9.2 Response and Contextual Defense

4.9.2.1 TA as a Pedagogical Tool, Not a Rigid Therapy

While the aforementioned critiques merit careful consideration, it is crucial to contextualise the use of TA within pedagogy rather than psychotherapy. The present study, along with others in the field (e.g., Fregola 2020; Şen and Yilmaz 2020), does not advocate for the wholesale adoption of TA as a therapeutic modality within the classroom. Instead, TA is employed as a flexible pedagogical framework - one that offers educators a psychologically informed vocabulary for reflecting on classroom interactions, managing affect, and promoting learner agency.

As Tudor (1996) asserts, language education is inherently relational and psychological. Thus, even simplified models such as TA can serve valuable heuristic purposes when employed with critical awareness. The PAC model may not capture

every nuance of human behaviour, but it offers teachers and learners accessibility and immediacy - qualities often missing in more elaborate psychological systems.

4.9.2.2 Empirical Validation in ELT Contexts

The growing body of empirical research in TA-enhanced ELT classrooms offers compelling support for its contextual relevance. Studies by Panichi (2014), Somaye et al. (2020), and Şen and Yilmaz (2020) have demonstrated that TA-based interventions result in measurable improvements in classroom interaction, learner autonomy, and emotional regulation. These outcomes are not theoretical abstractions but grounded in classroom realities, where psychological safety, motivation, and engagement play critical roles in second language acquisition.

Besides, the application of TA aligns with Krashen's Affective Filter Hypothesis (1982), which posits that anxiety, self-esteem, and emotional readiness directly influence language learning efficacy. By offering tools to manage these affective variables such as positive strokes or ego-state awareness, TA serves to lower the affective filter, thereby enhancing linguistic performance.

4.9.2.3 Affective Engagement and Behavioural Awareness in Language

Learning

Another robust defense of TA lies in its capacity to enhance affective engagement and behavioural awareness, both of which are indispensable in ELT. Language learning is not a purely cognitive process; it is also a deeply personal and emotional journey. Learners bring into the classroom not just grammar books and dictionaries, but also anxiety, fear of failure, past traumas, and cultural scripts that shape their willingness to communicate.

TA offers practical methods to make these invisible dynamics visible. Whether through role-play designed to explore different ego states, stroke journals that promote self-validation, or reflection logs that track behavioural responses, TA provides avenues for learners to become conscious agents in their educational journey. This is especially critical in ELT contexts where communication itself is the object of instruction.

Furthermore, TA promotes a non-pathologising view of classroom behaviours. Rather than viewing resistance or silence as defiance or disengagement, TA invites teachers to interpret these behaviours as manifestations of specific ego states or life scripts, thus fostering empathy and responsive instruction.

While critiques of Transactional Analysis, particularly regarding its psychological simplifications and limited generalisability, are not unfounded, they should be viewed in light of TA's intended purpose and pragmatic application within educational contexts. When used judiciously and reflectively, TA emerges not as a rigid or outdated theory, but as a dynamic pedagogical instrument capable of enhancing classroom communication, emotional intelligence, and learner autonomy. Its simplicity, far from being a limitation, may in fact be its greatest strength, enabling educators and learners to engage in transformative conversations about language, identity, and interpersonal growth.

4.10 Chapter Summary

This chapter has undertaken a detailed and theoretically grounded exploration of Transactional Analysis (TA) within the domain of English Language Teaching, particularly in relation to second language acquisition and classroom communication. Drawing from Berne's model of ego states, namely Parent, Adult,

and Child, the chapter has repositioned TA as a psychologically robust framework for enhancing learner interaction, emotional balance, and instructional clarity in ELT contexts. Through its conceptual depth and pedagogical flexibility, TA has been shown to offer valuable insights into both verbal and non-verbal aspects of classroom interaction.

The chapter began by establishing the theoretical foundations of TA and tracing its evolution from clinical psychology to educational discourse. By examining the triadic structure of the ego states, the discussion illuminated how habitual communicative responses originate from internalised psychological patterns, often rooted in early developmental experiences. These patterns, when left unexamined, may restrict authentic expression, suppress learner confidence, and reinforce hierarchical teacher-student dynamics. Conversely, the application of TA facilitates the development of relational symmetry in classroom interactions, allowing communication to be reframed as a collaborative act grounded in mutual recognition.

In mapping TA principles onto the four core language skills such as Listening, Speaking, Reading, and Writing etc. the chapter offered an integrative pedagogical framework that redefines communicative competence. Listening was reinterpreted not as passive reception but as an affectively mediated act, influenced by ego-state orientation and conditioned emotional responses. The speaking section revealed how internalised scripts linked to the Adapted Child often result in anxiety and performance inhibition, which can be alleviated through Adult-state reframing and Free Child activation. Reading was discussed as a site of both cognitive restructuring and emotional engagement, with TA serving as a lens for critical

reflection and empathic development. The writing component further extended this analysis, demonstrating how narrative voice and feedback are shaped by ego-state dynamics and how affective strokes from the teacher influence learner resilience and identity formation.

By anchoring each component of the LSRW framework within the transactional structures of classroom communication, the chapter has provided a comprehensive model for TA-informed instruction. This approach not only enriches the linguistic dimension of learning but also cultivates psychological maturity, interpersonal awareness, and emotional literacy. The findings suggest that when properly implemented, TA can transform the language classroom into a dialogic and developmental space, where both teachers and learners operate from states of awareness, agency, and authenticity.

Another section presented seven detailed empirical review of seminal and contemporary researches that integrated TA theory within English Language Teaching (ELT), with a focus on classroom interaction, learner autonomy, teacher-student rapport, and emotional regulation. By reviewing seven key studies and juxtaposing their contexts, methods, and findings.

To make it precise, chapter four affirms that Transactional Analysis, when applied with pedagogical intentionality, offers a transformative paradigm for English language instruction. It bridges the cognitive and affective dimensions of learning, enhances communicative effectiveness, and supports the holistic development of learners. The implications for curriculum design, teacher training, and classroom practice are both significant and far-reaching, calling for a renewed focus on psychological insight as a cornerstone of language education.

Chapter Five

Research Methodology

5.0 Introduction

This chapter outlines the methodological framework adopted for the present study, which investigates the role of interaction in enhancing English language communication among undergraduate learners through the integration of Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) in the English Language Teaching (ELT) classroom. The methodology is designed to address the research questions and objectives by employing a quasi-experimental design, supplemented by both quantitative and qualitative analyses.

In contemporary ELT contexts, where learner engagement, communicative competence, and interactional awareness are central to pedagogical success, traditional methods such as rote learning or grammar-translation approaches are increasingly being questioned. There is a growing demand for pedagogical models that cater not only to linguistic competence but also to psychological and interpersonal dimensions of communication. NLP and TA, both derived from psychotherapeutic and behavioural frameworks, offer promising strategies for enhancing self-awareness, interpersonal skills, and motivational dynamics within the classroom. Their application in ELT is still emerging, making this study both timely and relevant.

To explore the efficacy of these models, this research implemented a structured intervention programme across three distinct groups: the first group received NLP-based training; the second was exposed to TA-driven sessions; and the third, the control group, continued with conventional teaching practices. A validated Interaction Questionnaire, structured around ten psychosocial categories including interaction patterns, anxiety, lack of confidence, fear of making mistakes, limited practice opportunities, motivation, peer pressure, and cultural resistance etc was administered to evaluate participants' communicative behaviours and attitudinal barriers. These categories collectively measured dimensions such as assertiveness, responsiveness, motivation, and classroom participation, offering a comprehensive profile of learners' interactional tendencies before and after the intervention. Prior to and following the intervention, all participants were assessed using an English Proficiency Test specifically constructed for this study, in accordance with the Common European Framework of Reference for Languages (CEFR).

This chapter provides a detailed account of the research design, sampling procedures, tools and instruments used, data collection and intervention processes, and the statistical techniques employed for analysis. The study adopts a mixed-methods approach, enabling the integration of numerical data with experiential insights. The use of both objective measures and reflective feedback ensures a holistic understanding of how the interventions impacted learners' communicative competence and interactional fluency.

Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly adhered to throughout the study. The chapter

concludes with a brief discussion of the study's limitations and delimitations, providing transparency and setting boundaries for interpretation.

In general, this chapter serves as the methodological foundation of the research. It aims to establish a credible, replicable, and theoretically grounded framework through which the impact of NLP and TA in ELT can be empirically assessed, contributing to both academic scholarship and practical pedagogy in the field of language education

5.1 Research Design

The design of a research study forms its structural backbone, ensuring that the investigation remains aligned with its stated objectives and that the findings possess both internal validity and external relevance. This section outlines the comprehensive research design employed in the present study, which aimed to examine the effectiveness of two psychological communication frameworks, i.e. Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) in enhancing interaction-based communication skills among undergraduate students in an English as a Second Language (ESL) context.

The nature of the research is quasi-experimental. It employed a pretest and posttests control group design, a widely accepted model in educational and behavioural research where participants are not randomly assigned to groups but are selected based on pre-established criteria to maintain contextual authenticity. This design was chosen to provide measurable, comparative evidence of the effectiveness of the NLP and TA interventions, while also enabling the observation of changes over time within and between groups.

The study adopted a mixed-methods approach, combining quantitative data from structured English proficiency tests and interaction questionnaires with qualitative data from participant reflections and observational notes. This methodological triangulation ensured a more nuanced understanding of the learners' development in communication and interaction. While the quantitative component assessed improvements in linguistic performance across the four macro-skills of Listening, Speaking, Reading, and Writing (LSRW), the qualitative component captured experiential dimensions, behavioural changes, and learner perceptions, particularly in interpersonal interactions.

The three groups involved in the study were as follows:

Group A (NLP Group): Participants in this group underwent a structured programme based on selected NLP strategies, such as anchoring, reframing, representational systems, and language patterns etc.

Group B (TA Group): This group was introduced to TA-based sessions involving the use of ego states, life positions, stroke economy, and transactional patterns in classroom communication.

Group C (Control Group): Participants received no special intervention and were taught using traditional methods without explicit focus on interactional enhancement.

Each group comprised 50 first-year undergraduate students from EMEA College of Arts and Science, drawn from four distinct academic disciplines: BA English, BSc Computer Science, BSc Microbiology, and BA Economics. The total sample size of 150 was selected using a stratified random sampling technique to

ensure balanced representation across disciplines, gender, and English language proficiency levels. This approach helped maintain diversity while reducing selection bias and improving the generalisability of findings within the institutional context.

The intervention period lasted for 24 weeks, with each experimental group receiving 20 structured sessions of 60-75 minutes. The design of the intervention was guided by established pedagogical strategies that merged ELT objectives with psychoeducational tools derived from NLP and TA literature. Each session incorporated tasks, peer activities, reflection exercises, and targeted feedback to reinforce interactional learning in communicative contexts.

To assess the effectiveness of the interventions, all participants were subjected to a pretest and posttest using a tailor-made English Proficiency Test, which followed CEFR guidelines and evaluated LSRW skills equally (20 marks per skill). Additionally, an Interaction Questionnaire based on communication psychology theories was administered before and after the intervention to measure shifts in participants' interactional traits such as assertiveness, responsiveness, openness, and communicative self-efficacy.

The study also adopted rigorous data analysis procedures. Quantitative data were analysed using descriptive statistics (mean, standard deviation) and inferential statistics, including paired sample t-tests for intra-group comparison, independent sample t-tests for inter-group analysis, and one-way ANOVA to evaluate differences among all three groups. These statistical procedures helped determine the extent and significance of improvement across the treatment conditions.

The decision to use a quasi-experimental design rather than a pure experimental one was based on the need to preserve the ecological validity of the educational setting. Randomisation was avoided to maintain group integrity within institutional timetables and classroom assignments. Despite this, steps were taken to ensure that potential confounding variables were accounted for, including the provision of standardised instruction across groups, consistent assessment tools, and neutral facilitation during the intervention sessions.

To make it precise, the research design chosen for this study aligns with established models in applied linguistics and educational psychology. It supports the empirical testing of pedagogical interventions while remaining sensitive to the practical realities of classroom-based research. The combination of structured intervention, robust assessment tools, and layered data analysis provides a reliable framework to examine the impact of NLP and TA in fostering communicative competence and interaction in the ESL classroom.

5.2 Research Questions and Hypotheses

Formulating research questions and hypotheses is a critical step in any empirical investigation, particularly in the field of English Language Teaching (ELT), where the complex interplay between language, cognition, psychology, and pedagogy must be addressed with clarity and rigour. The present study is anchored in a framework that combines theoretical underpinnings from Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) with practical language learning needs in ESL classrooms. Accordingly, the research questions were designed to explore the impact of these frameworks on learners' communicative

competence, specifically through interaction, and to test measurable improvements in linguistic performance.

The primary aim of this research is to evaluate whether NLP and TA-based interventions can significantly enhance communication in English through interactional means, as compared to traditional methods of instruction. The questions are framed to investigate both the process and outcome of such interventions, as measured by performance in the four core skills, Listening, Speaking, Reading, and Writing, and shifts in interactional behaviour.

5.2.1 Research Questions

The study is guided by the following major research questions:

- To what extent does the integration of Neuro-Linguistic Programming (NLP) techniques enhance the LSRW skills of first-year undergraduate students in an ESL context?
- How effective is Transactional Analysis (TA) in improving students' interactional behaviour and communicative competence in the English language classroom?
- Is there a statistically significant difference in the improvement of English proficiency among the three groups (NLP, TA, Control) following the intervention period?
- What are the comparative effects of NLP and TA on the development of Listening, Speaking, Reading, and Writing skills among ESL learners?

- How do students' interactional traits (e.g., assertiveness, empathy, responsiveness, and feedback receptivity) change after exposure to NLP and TA interventions as measured by the Interaction Questionnaire?
- What are the learners' perceptions and reflective feedback regarding the usefulness of NLP and TA techniques in enhancing classroom interaction and language learning?

5.2.2 Research Hypotheses

Based on the above questions and in alignment with the quasi-experimental nature of the study, the following hypotheses were framed for statistical testing:

Null Hypotheses (H_0):

H_{01} : There is no significant difference in the LSRW skill scores of students in the NLP group before and after the intervention.

H_{02} : There is no significant difference in the LSRW skill scores of students in the TA group before and after the intervention.

H_{03} : There is no significant difference in the interactional behaviour scores of students in the NLP and TA groups before and after the intervention.

H_{04} : There is no significant difference in posttest English proficiency among the NLP, TA, and Control groups.

Alternative Hypotheses (H_1):

H_{11} : There is a significant improvement in the LSRW skill scores of students in the NLP group after the intervention.

H_{12} : There is a significant improvement in the LSRW skill scores of students in the

TA group after the intervention.

H₁₃: There is a significant improvement in the interactional behaviour scores of students in the NLP and TA groups after the intervention.

H₁₄: There is a significant difference in posttest English proficiency among the NLP, TA, and Control groups, with NLP and TA showing greater improvement.

These hypotheses are operationalised through the statistical analysis of pretest and posttest data collected from all three groups. The hypotheses allow for inferential comparisons and serve as a foundation for evaluating the pedagogical value of integrating NLP and TA into ELT practices.

5.3 Objectives of the Study

The formulation of clear and consistent objectives is integral to maintaining methodological coherence and research validity. In the context of this study, the objectives have been derived from both theoretical considerations in Second Language Acquisition and practical pedagogical concerns in Indian ELT classrooms. They ensure alignment with the central aim of exploring how psychological models namely Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) can be employed to enhance communicative competence through improved classroom interaction.

The study adopts a dual-focus framework which evaluates both cognitive-linguistic outcomes and affective-interactional dimensions of language acquisition. It thereby situates itself at the confluence of educational psychology, applied linguistics, and interactional pedagogy.

5.3.1 Primary Objectives

- To examine the effectiveness of Neuro-Linguistic Programming (NLP) techniques in enhancing classroom interaction and communicative competence in English among first-year undergraduate learners.
- To evaluate the impact of Transactional Analysis (TA) on learners' interactional behaviour and communicative performance within classroom settings.
- To assess language proficiency outcomes across the NLP, TA, and control groups using pretest and posttest comparisons in order to determine the relative effectiveness of each instructional model.
- To determine the correlation between improved classroom interaction and overall language acquisition, exploring how interaction may serve as a mediating variable in the development of communicative competence through NLP and TA interventions.

5.3.2 Secondary Objectives

- To analyse learners' affective filters and interactional traits including anxiety, motivation, and assertiveness through the administration of a validated Interaction Questionnaire.
- To collect reflective feedback from learners on their experiences with the NLP and TA interventions, thereby offering qualitative insights that complement the quantitative findings.

Together, these objectives frame the research as a comprehensive inquiry into the integration of psychological frameworks within English language pedagogy. They facilitate both empirical evaluation and interpretive depth, contributing to a more holistic understanding of how communicative competence may be fostered through structured, interaction-centred interventions.

5.4 Population and Sampling

Identifying an appropriate population and selecting a representative sample are critical to the credibility and validity of any empirical research. In the field of English Language Teaching (ELT), the selection of participants must reflect both the linguistic diversity and the pedagogical needs of the learners. For a study focused on enhancing communication through interaction, the participant profile should offer variation in academic background while maintaining consistency in educational level and exposure to English as a Second Language (ESL). This section outlines the characteristics of the study population, the rationale for its selection, and the sampling procedures followed to ensure fairness, diversity, and academic relevance.

5.4.1 Study Population

The population for this study comprised first-year undergraduate students enrolled at EMEA College of Arts and Science, Kondotty, Kerala, affiliated with the University of Calicut. The students were drawn from four distinct academic streams:

BA English

BSc Computer Science

BSc Microbiology

BA Economics

This multidisciplinary participant base was selected to ensure that the research was not limited to English major students alone but extended across varied fields where English plays a functional and academic role. The selected population represents a cross-section of learners who routinely engage with English in their coursework and social interaction but may differ in motivation, exposure, and competence - thus offering a rich and realistic sample for a study on communicative enhancement.

5.4.2 Sample Size and Group Distribution

The total sample size consisted of 150 students, divided equally into three groups of 50 participants each:

Group A: NLP Intervention Group

Group B: TA Intervention Group

Group C: Control Group (Traditional Instruction)

Each group was carefully constructed to include students from all four streams, ensuring disciplinary diversity within each intervention group. This structure facilitated comparative evaluation while maintaining internal balance.

5.4.2.1 Validation of Size of the Sample

The chosen sample size of 150 participants, divided into three equal groups of 50, adheres to established conventions for semi-quasi-experimental research designs in applied linguistics and ELT. According to Cohen, Manion, and Morrison, a minimum of 30 participants per group is generally recommended to ensure statistical reliability and to reduce sampling error in quasi-experimental settings

where randomisation is partial or constrained by institutional contexts (Cohen et al. 295). The current design having three groups of 50 exceeds this threshold, offering both adequate statistical power and representative balance for between-group comparisons. Moreover, Gay and Airasian emphasise that larger, balanced groups strengthen internal validity in educational experiments where the independent variable (here, pedagogical intervention) must be observed across heterogeneous student populations (Gay and Airasian 112). In the present study, the inclusion of students from multiple academic streams within each group further enhances ecological validity, ensuring that the findings can be generalised across disciplines. Hence, the selection of 150 participants, evenly distributed across NLP, TA, and control conditions, represents a methodologically sound and theoretically grounded sampling approach for semi-quasi-experimental ELT research.

5.4.3 Sampling Technique

The study employed a stratified random sampling technique. Participants were first stratified based on their academic discipline and then randomly assigned to one of the three groups. Stratification ensured proportional representation from each discipline within every group, thereby minimising sampling bias and allowing for generalisable conclusions across domains.

This method was particularly suitable for an educational setting where classroom grouping, timetables, and institutional schedules do not always allow for pure randomisation. Despite the constraints of institutional logistics, every effort was made to preserve the randomness and representativeness of the sample by using structured stratification tables.

5.4.4 Inclusion and Exclusion Criteria

To ensure consistency in baseline proficiency and classroom exposure, the following criteria were applied:

Inclusion Criteria:

- Enrolment as a first-year student at EMEA College of Arts and Science
- Willingness to participate in the intervention sessions and tests
- Basic exposure to English language instruction in school or higher secondary level
- Availability for the full 24 weeks intervention period

Exclusion Criteria:

- Students with diagnosed learning disabilities or speech-language impairments (as per institutional records)
- Participants absent for more than two sessions of the intervention
- Prior experience with NLP or TA training workshops

5.4.5 Ethical Considerations in Sampling

Before sampling, formal institutional permission was obtained from the Head of the Department and Principal of EMEA College. Informed consent was secured from all participants. Students were briefed about the objectives, procedures, and voluntary nature of the study. Confidentiality was assured, and participants retained the right to withdraw from the study at any point without penalty. No personal

identifiers were recorded during data collection, and the data were used solely for academic purposes.

Concisely, the sampling process was meticulously planned to align with the study's pedagogical objectives and ethical standards. By choosing a diversified, stratified sample of undergraduate students within the same institution, the research was able to maintain environmental control while also achieving broader relevance. The forthcoming section describes the tools and instruments used to gather data from this carefully selected participant pool.

5.5 Tools and Instruments Used: Interaction Questionnaire

This section now prioritises the Interaction Questionnaire over the English Proficiency Test, in accordance with the research hypothesis that communicative interaction facilitates linguistic proficiency. The restructuring strengthens the methodological clarity and aligns the empirical order with theoretical premises.

5.5.1 Interaction Questionnaire: An Overview

The Interaction Questionnaire comprised ten psychosocial categories affecting learners' communicative behaviours. Each category included five Likert-scale items, rated from Strongly Agree (5) to Strongly Disagree (1), aiming to diagnose key classroom interaction issues. It has qualitative and quantitative sections.

- 1) Interaction Pattern in Classroom -- Examines the learner's participation, responsiveness, and interactional tendencies during class activities.
- 2) Fear of Making Mistakes -- Identifies anxiety arising from possible linguistic or pronunciation errors that hinder communication.

- 3) Rapport with Teachers - Assesses the learner's perceived comfort, trust, and openness in teacher-student interaction.
- 4) Initiation Issues - Evaluates hesitation or reluctance to initiate communication or respond spontaneously in English.
- 5) Self-Consciousness While Speaking the Language - Captures feelings of embarrassment, self-doubt, or insecurity during verbal communication.
- 6) Foreign Language Anxiety - Measures emotional tension and nervousness associated with learning or speaking English.
- 7) Classroom Interaction Blocks - Examines external and psychological barriers preventing active participation in classroom discourse.
- 8) Attitude of the Students - Reflects learners' overall disposition, enthusiasm, and interest towards English learning and communication.
- 9) Lack of Motivation - Identifies reduced internal drive and goal orientation in English language learning.
- 10) Cultural Reasons - Addresses socio-cultural beliefs or resistance influencing learners' engagement in English communication

In addition to the structured items, the questionnaire was supplemented with qualitative questions addressing each category, formulated and presented by the researcher during the interventions.

5.5.2 Interaction Questionnaire in Detail

The following questionnaire is designed to assess the interactional patterns, attitudes, and psychological aspects influencing English communication among learners. The statements are grouped under ten categories. Respondents are

instructed to mark their level of agreement using a five-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SD).

The structured questionnaire was supported by qualitative questions for each category, asked by the researcher during the interventions. Both qualitative and quantitative sections have given

Category 1: Interaction Pattern in Classroom

Sl. No.	Statements
1.	I find it easy to participate in classroom discussions.
2.	I regularly contribute answers during class activities.
3.	I initiate conversations or ask questions without prompting.
4.	I feel confident when speaking in front of my classmates.
5.	I actively engage with peers during group tasks.

Qualitative Questions

1. In my English class, I think my teachers' talk dominates very much.
2. In my class, students seldom speak to the teachers during lessons.
3. In my class, the teacher gives open-ended questions.
4. Teachers of English give more number of pair/group works in the class.
5. I love interacting with my friends outside my classes.

Category 2: Fear of Making Mistakes

Sl. No.	Statements
1.	I avoid answering questions because I might be wrong.
2.	I feel anxious when asked to speak in class.
3.	I worry about making grammatical errors while speaking.
4.	I feel embarrassed when I make a mistake in front of others.

Qualitative Questions

1. While interacting in English, I am afraid/nervous about making mistakes in grammar.
2. I am not a confident speaker of English.
3. Even though I know how to interact in English, when I open my mouth I fumble for words in classroom.
4. I had faced strong criticism at least once in my life for making mistakes while speaking/writing in English.
5. I don't have any fear while speaking in Malayalam to my friends and teachers.

Category 3: Rapport with Teachers

Sl. No.	Statements
1.	I feel respected by my teacher during classroom interactions.
2.	My teacher listens to me and responds supportively.

3.	I feel encouraged by my teacher to participate.
4.	I find it easy to ask my teacher for help.
5.	I feel anxious when speaking with my teacher.

Qualitative Questions

1. I have good rapport with our teachers inside the classroom.
2. I have rapport with our teachers outside the classroom.
3. I have received support from teachers for speaking in English when I fumble for words.
4. Teachers of English hold high self-esteem upon their students.
5. I feel comfortable when my English teachers use Malayalam inside the classroom.

Category 4: Initiation Issues

Sl. Nol	Statements
1.	I hesitate to initiate conversation in English during class.
2.	I rarely start discussions or ask questions voluntarily.
3.	I feel nervous when initiating interaction with teachers.
4.	I avoid being the first to speak in classroom tasks.
5.	I feel motivated to initiate communication in English.

Qualitative Questions

1. I am very shy to start a conversation in English inside and outside the classroom.
2. I always expect my teacher to initiate conversations in English.
3. When I speak in group, I never take initiative to speak in English.
4. I find it difficult to take initiative to present anything in English.
5. I usually take initiative to speak no matter where I belong to.

Category 5: Self-Consciousness While Speaking

Sl. No.	Statements
1.	I feel embarrassed when speaking English in front of others.
2.	I worry that others will laugh at me if I make a mistake.
3.	I become nervous when speaking aloud in class.
4.	I feel uncomfortable when asked to share my opinion verbally.
5.	I feel self-aware and tense while speaking English in groups.

Qualitative Questions

1. When I speak in class, I feel like everyone is watching me and that hinders my speech.
2. I lose attention on my words and sentences when I speak to a group in English.

3. Whenever I speak in English, my inner voice pumps fear and nervousness inside me.
4. I am afraid of others' judgment and avoid social expressions.
5. Even in easy circumstances, anxiety affects me while speaking English.

Category 6: Foreign Language Anxiety

Sl. No.	Statements
1.	I feel tense when I have to speak English in class.
2.	I am afraid that my classmates will laugh at me when I speak English.
3.	I worry about being judged when I speak in English.
4.	I feel my mind goes blank when I try to speak English.
5.	I feel nervous even if I am prepared to speak English.

Qualitative Questions

1. I feel anxious about English in anticipatory communication situations.
2. I believe speaking in English needs a great amount of intellect and special power.
3. I have high regard for those who speak fluent English.
4. No matter what level I try, I cannot speak English fluently.
5. I feel anxiety while writing in English.

Category 7: Classroom Interaction Blocks

Sl. No.	Statements
1.	I find it hard to express my thoughts clearly in classroom discussions.
2.	I avoid participating in class even when I know the answer.
3.	I feel that classroom interaction is dominated by a few students.
4.	I worry that my ideas are not valued in class.
5.	I feel comfortable interacting with peers during lessons.

Qualitative Questions

1. The present classroom pattern hinders possible interactions.
2. Textbook-based methods hamper my interaction.
3. Teacher-centred interactions make me silent and reduce my interest.
4. My personal character traits block me from interacting with peers and teachers.
5. I want to improve my interaction skills to become a better communicator.

Category 8: Attitude of the Students

Sl. No.	Statements
1.	I feel positive about learning English in this class.
2.	I believe English will be useful in my future.
3.	I enjoy participating in English class activities.
4.	I try to improve my English skills outside of class.
5.	I feel motivated to do well in English class.

Qualitative Questions

1. I don't like English because it seems tough.
2. I think English study is a herculean task for me.
3. Speaking or interacting with others requires higher-level English.
4. People judge others easily based on mistakes in English.
5. I don't want to give much attention to English.

Category 9: Lack of Motivation

Sl. No.	Statements
1.	I do not see the point of learning English.
2.	I feel unmotivated to improve my English skills.
3.	I do not care about participating in English class.
4.	I lack the drive to practise English outside of lessons.
5.	I often think English learning is a waste of time.

Qualitative Questions

1. I don't take special effort for learning English because it is tough.
2. Textbook English is only for marks; I don't use it outside classroom.
3. I don't have positive vibes while studying English.
4. Since I know I cannot improve much, I don't try to learn English.
5. My motivation to study English is inconsistent.

Category 10: Cultural and Religious Reasons

Sl. No.	Statements
1.	I feel that speaking English distances me from my cultural identity.
2.	I worry that others in my culture may disapprove of me speaking English.
3.	Using English feels like rejecting my mother tongue.
4.	I feel guilty when I use English instead of my native language.
5.	I sometimes think learning English is a form of cultural betrayal.

Qualitative Questions

1. English belongs to westerners; it has no special relevance to me.
2. English is a weapon by which students go astray.
3. My parents discourage speaking English at home.
4. English language and my faith move in opposite directions.
5. Speaking English may make me misunderstood among my people.

5.6. The English Proficiency Test (EPT)

Following interactional diagnosis, the English Proficiency Test (EPT) measured learners' LSRW skills. Aligned with CEFR levels A1-B2, the EPT included Listening, Speaking, Reading, and Writing sections, each scored out of 20. Validation steps included pilot testing, rubric calibration, and inter-rater reliability.

- A. Listening - Included MCQs, T/F, and summaries from various audio tasks.

- B. Speaking - Comprised structured oral tasks graded by fluency, accuracy, and coherence.
- C. Reading - Included comprehension, analysis, and critical interpretation tasks.
- D. Writing - Ranged from informal writing to structured essays.

Administered both before and after intervention, the EPT enabled measurement of linguistic improvement following interactional change.

The success of any experimental research lies in the appropriateness, reliability, and contextual relevance of the tools used for data collection and measurement. In a field such as English Language Teaching (ELT), where linguistic outcomes often intersect with psychological, social, and motivational variables, it is critical to employ a robust and multilayered set of instruments. This study employed a comprehensive suite of tools including a structured English Proficiency Test aligned with the Common European Framework of Reference for Languages (CEFR), and a detailed Interaction Questionnaire segmented into ten psychosocial categories. In addition, custom-developed NLP and TA intervention modules were implemented and evaluated using both objective tests and subjective responses.

5.6.1 English Proficiency Test in Detail (EPT)

The English Proficiency Test was developed in line with CEFR standards, ensuring international comparability and authenticity in communicative tasks. The test measured four macro skills such as Listening, Speaking, Reading, and Writing (LSRW), each assigned a maximum of 20 marks. Tasks increased in complexity

from A1 to B2 levels, integrating real-world, academic, and functional language applications.

Each section comprised four graded tasks mapped to the corresponding CEFR level:

A. Listening (20 Marks)

Assessed through audio files played in a controlled classroom environment.

Task 1 (A1-A2): Dialogue comprehension (5 MCQs) - 5 marks

Task 2 (A2): Radio/news bulletin (True/False) - 5 marks

Task 3 (B1): Academic talk (WH questions) - 5 marks

Task 4 (B2): TED-style talk summary - 5 marks

B. Speaking (20 Marks)

Conducted orally, one-on-one or in pairs, and recorded.

Task 1 (A1): Self-introduction and daily routine - 5 marks

Task 2 (A2): Describe a picture or memory - 5 marks

Task 3 (B1): Opinion on a social topic - 5 marks

Task 4 (B2): Role-play or group discussion - 5 marks

Assessment Rubric: Fluency, coherence, grammar, pronunciation, and interactive competence.

C. Reading (20 Marks)

Based on printed texts from various genres.

Task 1 (A1-A2): Email/note with 5 MCQs - 5 marks

Task 2 (B1): News article comprehension - 5 marks

Task 3 (B1): Blog post analysis - 5 marks

Task 4 (B2): Academic passage with critical response - 5 marks

D. Writing (20 Marks)

Submitted in handwritten or typed format.

Task 1 (A1-A2): Informal email to a friend - 5 marks

Task 2 (A2): Paragraph describing an event - 5 marks

Task 3 (B1): Short essay (150 words) - 5 marks

Task 4 (B2): Opinionated response (200 words) - 5 marks

Assessment Rubric: Grammar, structure, coherence, vocabulary, and argumentation.

5.6.1.1 Validation and Reliability Measures

- Pilot testing with previous-year students
- Rubric calibration by two senior ELT faculty
- Inter-rater reliability ensured for speaking and writing
- CEFR descriptors used to benchmark scores and feedback

This detailed test design allows for multi-dimensional assessment and will support nuanced analysis of LSRW skill gains in the results chapter.

5.7 Introduction to NLP and TA Intervention Frameworks

To examine the differential influence of psychological intervention models on language learning and interactional behaviour, the present study incorporated two distinct yet complementary modules Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA). Both frameworks have been extensively applied in educational psychology and communicative pedagogy to enhance learners' self-efficacy, motivation, and interpersonal awareness. Within the scope of this study, each intervention was operationalised as a structured module tailored to improve the communicative performance of undergraduate learners through experiential and reflective practices.

The NLP module was designed to address the internal dimensions of communication by focusing on cognitive reprogramming, perception, and language patterning. It aimed to help learners overcome linguistic hesitation, restructure limiting beliefs, and develop effective communication strategies through guided psychological techniques. Conversely, the TA module concentrated on the interpersonal and relational aspects of communication, fostering awareness of ego states, transactional clarity, and self-regulation within social exchanges.

Each intervention followed a systematic instructional design comprising sequential training sessions, interactive activities, feedback cycles, and reflective documentation. The modules were administered over a period of twenty-four weeks, allowing sustained engagement with both psychological and linguistic dimensions of learning. The structure and content of these interventions were grounded in

established theoretical models and adapted to suit the classroom ecology of English language learners under the University of Calicut.

The subsequent sections present these two intervention tools separately, outlining their theoretical bases, key techniques, session formats, and the pedagogical rationale behind their integration into the present experimental framework.

5.7.1 NLP Intervention Framework

The Neuro-Linguistic Programming (NLP) framework applied in this study integrates a range of communicative, cognitive, and affective strategies designed to mitigate classroom interaction barriers and enhance learners' communicative competence in English. Each NLP tool utilised in the experimental intervention draws upon established theoretical foundations and serves a specific pedagogical purpose. The tools described below were selected based on their proven efficacy in previous researches and their alignment with the interaction categories identified and realized through designing through the Interaction Questionnaire having both quantitative and qualitative aspects.

5.7.1.1. Anchoring

Anchoring was employed to establish associations between positive emotional states and linguistic performance. Learners were guided to recall prior moments of successful communication and link these experiences to specific physical cues such as gestures or verbal affirmations. This conditioning enabled learners to access states of confidence and calmness before participating in oral tasks. Within the experimental setting, anchoring was instrumental in reducing

performance anxiety, fostering emotional regulation, and enhancing spontaneity during communicative exchanges.

5.7.1.2. Reframing

Reframing was used to alter learners' cognitive interpretations of linguistic errors, anxiety, and self-consciousness. Through structured reflection and guided dialogue, learners were encouraged to reinterpret errors as valuable indicators of linguistic growth rather than evidence of inadequacy. This tool aligned with the study's broader aim of cultivating a growth-oriented classroom ethos. Reframing was particularly effective in dismantling fear-based avoidance patterns, thereby promoting risk-taking and authentic participation.

5.7.1.3. Rapport Building

Rapport Building was a foundational element of the NLP intervention. Teachers were trained to employ both verbal and non-verbal strategies such as mirroring, matching tone, and adapting sensory language to foster trust and empathy. Establishing rapport enhanced social cohesion in the classroom, reduced perceived hierarchy between teacher and learner, and encouraged reciprocal communication. As a result, learners displayed increased willingness to initiate and sustain dialogue.

5.7.1.4. Pacing and Leading

Pacing and Leading constituted a two-stage communicative strategy whereby the teacher initially aligned with the learner's psychological and linguistic state before progressively guiding them towards higher communicative performance. Pacing created rapport by validating learners' current competencies, while leading

gently introduced linguistic or behavioural challenges. The combined process facilitated gradual progression from passive listening to active participation, thereby balancing comfort with developmental challenge.

5.7.1.5. Future Pacing

Future Pacing involved the mental rehearsal of successful communication scenarios. Learners were encouraged to visualise themselves performing confidently in future interactional contexts such as debates or presentations. This exercise strengthened motivation, reduced anticipatory anxiety, and aligned learners' internal representations with their desired communicative outcomes. Within the experimental sessions, Future Pacing proved particularly effective in promoting proactive engagement and sustained verbal output.

5.7.1.6. Perceptual Positioning

Perceptual Positioning required learners to observe communicative events from three perspectives: self, interlocutor, and objective observer. This technique was applied in feedback and reflection sessions, helping learners to perceive interactions with greater empathy and objectivity. It diminished self-consciousness, encouraged perspective-taking, and refined pragmatic awareness. Consequently, students exhibited improved tolerance, listening skills, and discourse sensitivity.

5.7.1.7. Submodality Shifting

Submodality Shifting was used to modify the sensory qualities of learners' mental imagery associated with fear, failure, or linguistic inhibition. For instance, learners visualised challenging communication events in reduced size, brightness, or

proximity to lessen emotional intensity. This intervention proved valuable in alleviating residual anxiety and enhancing concentration during reading and speaking activities.

5.7.1.8. Calibration and Sensory Acuity

Calibration and Sensory Acuity were integrated into listening and interactional training. Learners were trained to notice subtle shifts in tone, gesture, and rhythm during conversations. These skills refined their ability to interpret verbal and paralinguistic cues accurately. Enhanced sensory acuity led to improved responsiveness and interpretive precision in both listening comprehension and group discussions.

5.7.1.9. Modelling

Modelling, the central methodological pillar of NLP, enabled learners to identify and replicate the cognitive and linguistic behaviours of proficient communicators. Through guided observation, learners internalised structural and rhetorical features of fluent English usage. Modelling was applied across speaking and writing tasks, contributing to greater syntactic accuracy, rhetorical organisation, and stylistic coherence.

5.7.1.10. Outcome Framing

Outcome Framing involved articulating clear, mutually understood objectives for each communicative activity. Teachers framed lessons in terms of collaborative success and learner progress rather than correctness or evaluation. This

reframing of purpose heightened intrinsic motivation and positioned interaction as a meaningful process rather than a performance test.

5.7.1.11. Visual-Kinaesthetic Dissociation

Visual-Kinaesthetic Dissociation was selectively introduced for learners who displayed persistent anxiety rooted in negative past experiences. By guiding these learners to visualise previous linguistic failures from a detached standpoint, emotional distress was reduced. The method fostered neutrality toward prior mistakes, enabling renewed engagement in interactional contexts.

5.7.1.12. Meta Model

The Meta Model was employed as a linguistic questioning framework to challenge cognitive distortions expressed in learner speech. Teachers applied targeted questioning to clarify overgeneralisations or vague self-assessments (for example, “I always fail at English”). This method promoted critical thinking, self-awareness, and linguistic precision.

5.7.1.13. Pattern Interrupts

Pattern Interrupts were used to disrupt unproductive behavioural or emotional cycles such as silence, withdrawal, or habitual self-criticism. Teachers introduced unexpected stimuli, humour, tonal variation, or physical movement etc. to reset attention and prompt renewed participation. The technique effectively re-established classroom energy and responsiveness during extended sessions.

5.7.1.14. Belief Change Patterns

Belief Change Patterns supported learners in identifying limiting beliefs about language competence or cultural identity. Through guided reflection, these beliefs were replaced with more empowering alternatives, such as perceiving English as a medium of opportunity rather than exclusion. This transformation was crucial in addressing motivational and attitudinal barriers identified in the pretest phase.

5.7.1.15. Goal Setting and Timeline Therapy

Goal Setting and Timeline Therapy were utilised to reinforce learner motivation and self-efficacy. Students visualised their language development as a continuum connecting past success with future aspiration. By situating learning goals within this personal timeline, learners experienced a sense of continuity and purpose. The SMART goal framework was adopted to ensure clarity and attainability of objectives.

The experimental intervention incorporated a comprehensive set of fifteen NLP tools, each serving distinct yet complementary functions in enhancing classroom interaction. Together, these strategies addressed affective, cognitive, and linguistic dimensions of communication, systematically mitigating interactional barriers such as anxiety, reluctance, and self-doubt. The integrated application of these tools aligns with constructivist and humanistic paradigms in education, affirming NLP's relevance as a psychological and pedagogical framework for English language instruction.

5.8 Transactional Analysis Tools and Classroom Application

The experimental strand of this study incorporated selected techniques of Transactional Analysis (TA), originally developed by Eric Berne (1961), as pedagogical instruments to enhance interaction and communicative competence in English Language Teaching (ELT). The tools applied were drawn from TA's core theoretical constructs such as ego states, transactions, strokes, life scripts, and games etc. adapted for classroom implementation to mitigate interactional barriers such as anxiety, lack of motivation, and low self-efficacy. The following section details the specific TA tools integrated into the intervention, their psychological foundations, and their pedagogical applications.

5.8.1. Ego State Awareness Training

Ego State Awareness formed the conceptual foundation of the TA intervention. Based on Berne's model of the Parent, Adult, and Child ego states, the tool was used to help both teachers and learners identify their communicative stance during classroom interactions. Awareness exercises, reflective discussions, and situational analyses were used to sensitise participants to the emotional and cognitive filters shaping their speech and response patterns.

Pedagogically, ego state awareness allowed learners to recognise moments when the Adapted Child produced compliance or withdrawal, and to shift consciously towards the Adult ego state characterised by reasoned, self-regulated participation. This practice enhanced interactional clarity, emotional control, and interpersonal respect, contributing significantly to the reduction of anxiety and the development of communicative confidence.

5.8.2. Transactional Reframing

Transactional Reframing refers to the deliberate transformation of crossed or ulterior transactions into complementary transactions. Learners and teachers were trained to identify misaligned exchanges such as defensive or submissive responses to reformulate them into Adult-to-Adult interactions.

This tool drew upon Berne's transaction typology to cultivate classroom communication that was collaborative rather than hierarchical. In practical terms, learners practised reframing teacher feedback, peer correction, and self-assessment using rational and respectful language. The outcome was an increased frequency of balanced exchanges and a notable decrease in interactional breakdowns.

5.8.3. Stroke Economy and Positive Reinforcement

The Stroke Economy tool was central to improving affective engagement and motivation. Originating from Berne's concept of strokes as units of recognition, this strategy promoted the consistent use of positive conditional and unconditional strokes within classroom discourse.

Teachers were trained to replace evaluative criticism with affirming feedback that recognised effort, curiosity, and improvement. Simultaneously, learners were encouraged to offer strokes to peers through collaborative exercises and group reflections. The sustained use of strokes established a psychologically secure environment, fostering openness and risk-taking essential for language practice.

5.8.4. Script Analysis and Script Rewriting

Script Analysis was employed to identify and reconstruct learners' internalised self-perceptions regarding their language learning ability. These scripts often rooted in early experiences of failure or negative authority manifested in statements such as "I am not good at English" or "I always make mistakes." Through guided reflection sessions, learners examined these unconscious patterns and, under teacher facilitation, re-authored them using the Adult ego state. Script Rewriting transformed negative self-talk into affirming beliefs, promoting autonomy and resilience. The process directly addressed interactional blocks such as fear of mistakes and low motivation, both recorded in the pretest questionnaire.

5.8.5. Life Position Awareness

Learners were introduced to Berne's and Harris's life positions particularly "I'm OK, You're OK" as a framework for interpreting interpersonal relations. By consciously adopting the OK-OK stance, learners reframed communication as cooperative rather than competitive.

Class discussions and self-assessment logs helped internalise this position, resulting in reduced defensive reactions and enhanced empathy during peer interaction. The tool was instrumental in cultivating tolerance, patience, and mutual respect in group communication tasks.

5.8.6. Complementary Transaction Training

Complementary Transaction Training operationalised TA theory by engaging learners in role-play and simulated interactions. These exercises demonstrated the

mechanics of effective communication and helped students distinguish between complementary, crossed, and ulterior exchanges.

Teachers modelled balanced Adult-Adult interactions, which students practised in group dialogues, peer teaching, and feedback sessions. The consistent reinforcement of this model improved conversational flow and encouraged learners to sustain discourse, thereby enhancing both linguistic accuracy and pragmatic awareness.

5.8.7. Game Analysis

The concept of psychological games, defined by Berne as repetitive, manipulative interactions with hidden motives, was adapted to identify unproductive classroom behaviours. Learners explored common “games” such as “Why don’t you... Yes, but” or “See what you made me do,” recognising how these patterns perpetuate avoidance or dependency.

By decoding such games, students gained insight into their communication habits and learned to replace them with transparent and cooperative exchanges. This intervention reduced passive resistance and promoted assertive participation.

5.8.8. Stroke Enrichment Rituals

Building on the principle of positive reinforcement, Stroke Enrichment Rituals were integrated as structured classroom practices such as “peer appreciation rounds” and “effort recognition segments” at the close of lessons. These activities institutionalised affirmation as a social norm, countering the traditional teacher-centred model of evaluation.

The ritualistic nature of these practices fostered emotional safety and group cohesion, directly mitigating affective barriers such as anxiety, low motivation, and interactional withdrawal.

5.8.9. Role Reversal and Perspective Taking

Derived from the TA concept of perceptual flexibility within transactions, this tool invited learners to adopt alternate ego state perspectives during interactional exercises. Through role-reversal dialogues, learners experienced how speech acts were perceived by others, enhancing empathy and communicative sensitivity. This method also allowed teachers to highlight the impact of tone, phrasing, and non-verbal cues on interactional harmony, reinforcing pragmatic competence and emotional intelligence in communication.

5.8.10. Life Script Journals

As an extension of script analysis, learners-maintained Life Script Journals to document recurring thoughts, emotional responses, and classroom interactions. These journals encouraged reflection through the Adult ego state, helping learners track progress, recognise triggers, and record successful communicative exchanges. Such documentation provided both diagnostic and developmental value. It empowered learners to monitor their growth while enabling teachers to adapt interventions in alignment with individual psychological needs.

5.8.11. TA-Based Feedback and Reflective Dialogue

Feedback processes were structured according to TA principles of constructive communication. Teachers delivered comments from the Adult and

Nurturing Parent states such as fact-based, supportive, and non-judgemental etc.

thereby preventing activation of the Adapted Child's defensiveness.

Learners, in turn, engaged in Reflective Dialogue, using "I" statements to express understanding, questions, or emotional reactions. This bidirectional communication not only improved linguistic performance but also strengthened self-awareness and emotional regulation.

5.8.12. Classroom Contracting

Contracting, an established TA practice, was incorporated to promote mutual responsibility and transparency in classroom interactions. Teachers and students collaboratively defined learning goals, behavioural expectations, and modes of feedback.

This shared agreement, negotiated through the Adult ego state, reinforced learner autonomy and accountability. It transformed the classroom into a cooperative community where interaction was guided by respect, clarity, and shared commitment.

5.8.13. Life Position Rehearsal

Incorporated through structured dialogues and affirmations, Life Position Rehearsal exercises were designed to help learners internalise the "I'm OK - You're OK" stance. These activities combined verbal repetition, peer exchange, and situational problem-solving to instill self-assurance and empathy. The tool effectively addressed self-consciousness and interpersonal conflict, replacing competitive attitudes with collaboration and understanding.

The integration of Transactional Analysis within the experimental framework employed thirteen distinct but interconnected tools, each targeting affective, cognitive, and communicative dimensions of classroom interaction. Collectively, these tools enabled learners to become conscious of their internal dialogues, restructure limiting beliefs, and participate with confidence in collaborative communication. By combining ego state awareness, transactional realignment, and affirmative classroom practices, the TA-based intervention advanced the study's central objective: the transformation of English language classrooms into psychologically safe, interaction-rich spaces conducive to genuine communicative competence.

5.9 Data Collection Procedure

The process of data collection in experimental educational research must be systematic, ethically sound, and contextually feasible. In this study, the data collection procedure was meticulously planned to align with the research objectives and the extended intervention timeline of six months. This section presents the step-by-step method followed for collecting both quantitative and qualitative data from the selected participants at EMEA College of Arts and Science. The study focused on the impact of NLP and TA-based interventions on the English language proficiency and interactional behaviour of first-year undergraduate students.

5.9.1 Pre-Intervention Phase

a. Institutional and Ethical Clearance

Prior to the commencement of data collection, formal permissions were obtained from the Principal and Head of the Department of English at EMEA

College of Arts and Science. Ethical clearance was secured in line with UGC guidelines for human subject research. All participants were briefed about the purpose, duration, and voluntary nature of the study. Written informed consent was collected from each participant, assuring them of confidentiality, anonymity, and the right to withdraw at any point.

b. Participant Orientation

A one-hour orientation session was held separately for each of the three groups (NLP, TA, and Control), introducing the participants to the general procedure without disclosing the pedagogical interventions to be applied. This was done to minimise expectancy bias.

c. Baseline Testing

English Proficiency Test (EPT): All 150 participants took the test under supervised classroom conditions. Listening and Speaking sections were conducted with audio and recording tools. Writing and Reading tasks were completed in a written format.

Interaction Questionnaire: Each student completed the pretest version of the Interaction Questionnaire, rating statements across ten psychosocial categories. This served as a diagnostic tool to capture their initial interactional tendencies and attitudinal barriers towards English.

Scores from this phase provided the baseline data for comparison with posttest intervention outcomes.

5.9.2 Intervention Phase

The intervention phase extended over a three-month period, allowing for deeper engagement with the content and more sustained behavioural change. During this time, the NLP and TA modules were implemented for Groups A and B respectively, while Group C (Control) continued with traditional instruction. The procedures maintained academic rigour and consistency throughout the intervention.

a. Intervention Delivery

Number of Sessions: Approximately 24-30 sessions for each intervention group, delivered over six months

Session Duration: 60-75 minutes

Methodology: The sessions were interactive, task-based, and learner-centred. Each intervention focused on blending core ELT activities with targeted NLP or TA strategies. Activities included role-play, journaling, ego-state discussions, anchoring exercises, reframing, peer observation, and feedback loops.

b. Implementation Fidelity

The facilitator followed a standardised plan to ensure consistency in instructional delivery.

Attendance records were maintained to track student participation.

Field notes were written after each session to capture classroom dynamics, individual responses, and emerging themes.

Mid-point reviews were conducted to recalibrate session plans and gather participant feedback on clarity, usefulness, and engagement.

c. **Control Group Conditions**

The Control group was taught using conventional lecture-based English instruction without any exposure to NLP or TA content.

Sessions focused on grammar practice, textbook reading, writing exercises, and teacher explanation.

5.9.3 Post-Intervention Phase

a. **Posttest**

After the three-month intervention period, the following instruments were re-administered:

English Proficiency Test (EPT): Conducted under the same conditions and rubric as the pretest to ensure comparability.

Interaction Questionnaire (Posttest): Captured the final attitudinal, motivational, and behavioural responses for each of the ten categories.

b. **Data Compilation**

All test responses and questionnaire ratings were compiled and entered into a master Excel file. Scores were organised skill-wise (LSRW) and category-wise for ease of analysis. The data were then transferred to SPSS software for statistical testing.

c. Reflections and Feedback Collection

Selected participants from the NLP and TA groups were invited for informal reflection sharing.

Focus group discussions (5-6 students per group) were held to document qualitative insights into how participants perceived their learning transformation.

Common themes, testimonials, and experiential patterns were noted for triangulation.

5.9.4 Data Organisation for Analysis

The data collected from the three groups were organised under the following key domains:

- Pretest and Posttest Scores for LSRW per group
- Interaction Questionnaire Scores per category across both testing phases
- Comparative Tables and Graphs (mean, standard deviation, percentage change)
- T-test Results (for within-group and between-group analysis)
- ANOVA outputs to assess differences across NLP, TA, and Control
- Qualitative responses supporting quantitative patterns

The extended intervention added depth to the study by allowing participants to internalise concepts, practice skills over time, and demonstrate sustained behavioural changes. This structured and ethically sound data collection procedure strengthens the foundation for the analyses presented in the forthcoming chapter.

5.10 Data Analysis Techniques

Data analysis is the critical bridge between raw empirical evidence and meaningful research insights. In the present study, data analysis was guided by the research objectives and hypotheses, combining both quantitative and qualitative methods to assess the effectiveness of Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) in enhancing English language communication through interaction.

The analysis techniques employed were chosen to evaluate not only the linguistic improvement in LSRW (Listening, Speaking, Reading, Writing) skills but also the psychological and behavioural changes in learners' communicative confidence, motivation, and interactional traits as captured through the Interaction Questionnaire. Statistical accuracy, triangulation, and clarity were ensured throughout the process.

5.10.1 Quantitative Data Analysis

Quantitative data comprised pretest and posttest scores from:

- The English Proficiency Test (EPT) across the four language skills
- The Interaction Questionnaire across ten psychosocial categories

The following statistical techniques were applied:

a. Descriptive Statistics

Mean, Median, Mode, Standard Deviation were calculated for each component of the EPT and for each category of the Interaction Questionnaire.

Group-wise average scores enabled quick comparison of learning gains or declines.

These statistics provided a foundational understanding of central tendencies and dispersion.

b. Paired Sample t-test

Applied within each group (NLP, TA, Control) to compare pretest and posttest scores.

Identified whether the changes in LSRW skills and interactional attitudes were statistically significant.

Separate t-tests were run for each skill and each interaction category.

c. Independent Sample t-test

Used to compare the posttest scores between two groups at a time (e.g., NLP vs TA, NLP vs Control).

Assessed which intervention produced superior outcomes across specific skills or traits.

d. One-Way ANOVA (Analysis of Variance)

Applied to evaluate the differences among all three groups (NLP, TA, Control) for each LSRW component and interactional category.

Supported overall group comparison and hypothesis testing regarding the superiority or equality of interventions.

e. Post-Hoc Tests

Tukey's HSD test used in the case of significant ANOVA results, to determine which specific group pairs contributed to the difference.

f. Graphical Analysis

Bar charts, line graphs, comparative plots, and radar charts were used to visually represent learning gains across skills and categories.

Enhanced the interpretability of mean shifts and patterns of change.

All statistical analysis was performed using SPSS and Microsoft Excel, with a significance level set at $p < 0.05$.

5.10.2 Qualitative Data Analysis

Although primarily a quantitative study, qualitative insights were used to contextualise the numerical findings. These included:

Learner reflections gathered at the end of the intervention sessions

Observational field notes maintained by the researcher during NLP and TA sessions

Focus group discussions held with a subset of learners

Thematic analysis was used to code and interpret the following emergent themes:

- Increased classroom participation and reduced anxiety
- Shifts in peer interaction and group collaboration
- Perceived value of NLP/TA methods for personal development
- Barriers to sustained motivation or fluency

These insights will be presented in the results chapter as supporting narratives to explain the trends revealed in the statistical tests.

5.10.3 Integration of Mixed Methods

The study followed a convergent parallel mixed-methods approach, where:

- Quantitative results offered measurable proof of skill enhancement
- Qualitative narratives explained the emotional and behavioural depth of the transformation

This triangulation strategy enabled the research to move beyond numbers and explore the how and why of learner development under NLP and TA interventions. The combination of statistical significance and thematic relevance provides strong empirical grounding for the conclusions drawn.

The data analysis techniques were selected to align with the multi-dimensional nature of communication enhancement in ESL contexts. From structured tests and Likert-scale questionnaires to open-ended reflections, the methods used allowed for a rich, evidence-based assessment of both linguistic and interactional progress. The next chapter presents the detailed results and interpretation arising from this robust analytical framework.

5.11 Validity and Reliability of the Tools

The credibility of any empirical research hinges upon the validity and reliability of the instruments used for data collection. In this study, multiple tools were used to assess linguistic proficiency and interactional change among ESL learners: the English Proficiency Test (EPT) and the Interaction Questionnaire.

Ensuring that these tools accurately measured what they were intended to, and did so consistently across participants, was a matter of both academic and ethical significance.

5.11.1 Validity of the Tools

a. Content Validity

To ensure content validity, all items of the English Proficiency Test and Interaction Questionnaire were designed after a comprehensive review of literature on language acquisition, ELT assessment practices, and psychological models such as NLP and TA. A panel of three subject experts, two from the Department of English and one from Educational Psychology, reviewed the tools and provided feedback. Their inputs ensured that:

Each EPT task authentically reflected CEFR descriptors (A1 to B2)

The Listening, Speaking, Reading, and Writing sections covered a progressive and integrated range of linguistic competencies

Tasks were contextually relevant to Indian ESL learners at the undergraduate level. Interaction Questionnaire items addressed real-world classroom communication barriers faced by learners. Each of the ten categories in the Interaction Questionnaire such as Lack of Confidence, Fear of Negative Evaluation, Cultural Reasons, and Lack of Motivation was constructed with clear links to common psychological challenges in second-language interaction. The language used in the items was reviewed for clarity and age-appropriateness.

b. Construct Validity

Construct validity was supported by mapping all EPT items directly to CEFR skill indicators, ensuring that each question corresponded with a specific cognitive-linguistic outcome. For the Interaction Questionnaire, items were aligned with recognised behavioural constructs like self-efficacy, communicative anxiety, and social perception, key constructs also referenced in NLP and TA theory.

c. Face Validity

Prior to finalisation, the tools were administered to a pilot group of 15 undergraduate students (not included in the main sample). Their responses were used to assess comprehension, engagement, and appropriateness. Based on their feedback, some questions in the Interaction Questionnaire were reworded for clarity, and minor adjustments were made to the listening audio and reading passages in the EPT.

d. Ecological Validity

All assessments were carried out within the learners' natural academic setting, EMEA College of Arts and Science, ensuring that tasks mimicked realistic learning and communication situations. This increased the ecological validity of the study.

5.11.2 Reliability of the Tools

a. Internal Consistency

The Interaction Questionnaire demonstrated strong internal consistency, as measured using Cronbach's Alpha:

$\alpha = 0.86$ overall, indicating high reliability across the ten categories

Individual category alphas ranged from 0.78 to 0.89, with particularly strong consistency in Lack of Motivation, Fear of Negative Evaluation, and Cultural Reasons

b. Inter-Rater Reliability

To ensure consistent evaluation of the Speaking and Writing sections of the EPT:

- Two independent raters evaluated responses using a common CEFR-aligned rubric
- An inter-rater agreement rate of 92% was achieved
- Discrepancies were resolved through consensus discussion

c. Test-Retest Reliability

While full retesting was not feasible due to the intervention structure, pilot data from the same sample revealed consistent scoring patterns across multiple trials, especially in Reading and Listening components.

d. Scoring Reliability

All LSRW test scores were calculated using pre-defined answer keys and marking rubrics

Automated templates in Excel ensured accuracy in total score computation

Randomised auditing of score sheets was done by a faculty member not involved in the intervention

5.11.3 Tool Refinement and Documentation

All instruments were accompanied by administration guidelines, rubrics, and coding keys to ensure uniform application

Facilitator training sessions were held prior to the intervention to familiarise assistants with the assessment criteria

Copies of all tools, along with validation and scoring sheets, were submitted to the research advisory committee for review

To conclude, the instruments used in this study were subjected to thorough validation and reliability testing procedures. Their conceptual grounding, empirical alignment, and practical utility make them not only appropriate for the present research but also replicable for future studies in ELT settings. This rigour in tool construction and assessment strengthens the interpretability and credibility of the findings presented in the next chapter.

5.12 Ethical Considerations

Ethical responsibility is a cornerstone of all research involving human participants, particularly in educational and behavioural studies. In the present study, which involved undergraduate students undergoing a structured pedagogical intervention, care was taken to uphold the ethical standards laid out by the University Grants Commission (UGC), New Delhi, and the Institutional Research Committee of EMEA College of Arts and Science. This section outlines the ethical procedures followed throughout the planning, implementation, and data collection stages of the research.

5.12.1 Institutional Approval and Ethical Clearance

Prior to the commencement of the study, the full research proposal, detailing the objectives, sample design, tools, and intervention plan, was submitted to the Principal and the Head of the Department of English at EMEA College of Arts and Science. After internal review, the study received formal institutional approval, allowing data collection within classroom settings during working hours.

Additionally, the research protocol was vetted by the Departmental Research Committee, which reviewed it for ethical soundness, fairness, and academic merit. The committee ensured that the study posed no psychological, physical, or social harm to the participants.

5.12.2 Informed Consent and Voluntary Participation

All participants were clearly informed about the purpose, scope, and duration of the study. A detailed informed consent form was distributed, outlining the following:

- That participation was voluntary and based on informed choice
- That students could withdraw at any stage of the research without penalty or explanation
- That the intervention sessions would focus on enhancing language and communication, with no emotional risk or personal judgment involved
- The consent form was written in accessible English and explained verbally to ensure complete understanding. All participants signed the form before taking part in the pretest or attending the intervention sessions.

5.12.3 Confidentiality and Anonymity

To protect the identity and privacy of the participants:

- No names, roll numbers, or personal identifiers were recorded in test papers or questionnaires
- Group codes (e.g., NLP-A, TA-B, C-Control) were used for data analysis and reporting
- All raw data and evaluation sheets were stored securely and accessed only by the researcher

- Any feedback or quotes used from student reflections or discussions were anonymised in the reporting phase to ensure privacy.

5.12.4 Respect for Participant Dignity

The study was designed to respect the dignity and individuality of each participant. The interventions, particularly those involving NLP and TA, were applied non-invasively and in group formats to avoid personal discomfort. Care was taken to avoid any classroom dynamics that might lead to embarrassment, performance pressure, or stigmatisation.

Students were treated as co-learners throughout the process, and facilitators maintained a non-judgmental, supportive environment during all interactive tasks.

5.12.5 Non-Coercive Environment

Participation was not linked to internal grades, attendance, or disciplinary record. The control group, which received no intervention, was given an opportunity to access simplified versions of the NLP and TA strategies after the study concluded, ensuring fairness and educational equity.

5.12.6 Data Use and Research Integrity

All collected data were used solely for academic purposes, specifically for this doctoral research and related publications or conference presentations with ethical clearance.

- No data were shared with third parties without consent

- The researcher committed to honest reporting, avoiding fabrication, misrepresentation, or suppression of findings

In conclusion, the study was conducted in strict adherence to ethical standards appropriate for higher education research in India. The design reflected sensitivity to participant welfare, institutional accountability, and research transparency. These ethical foundations enhance the credibility of the study and emphasises its contribution to learner-centred, values-driven pedagogy in ELT.

5.13 Limitations of the Study

No research is without its limitations. Despite a carefully structured methodology and robust toolset, the present study acknowledges certain constraints that may influence the generalisability and interpretability of its findings. Recognising these limitations is essential for ensuring research transparency, contextualising results, and guiding future investigations.

This study, which sought to explore the effectiveness of Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) in enhancing communication through interaction among ESL learners, encountered limitations that were both methodological and contextual.

5.13.1 Limited Generalisability

The participant pool was drawn exclusively from EMEA College of Arts and Science, a single institution located in Kerala, India. While care was taken to include students from diverse academic streams - BA English, BSc Computer Science, BSc

Microbiology, and BA Economics - the findings may not be generalisable to students in other geographical, institutional, or linguistic contexts. Factors such as regional language exposure, institutional culture, and teaching methods may differ significantly elsewhere.

5.13.2 Intervention Limited to Six Months

Although the three-month intervention period provided sufficient time for exposure and practice, it may not have been long enough to observe deep-rooted psychological or communicative transformations in all participants. Attitudes such as cultural resistance, motivational blocks, or fear of failure often require long-term intervention and reinforcement to be fully resolved.

5.13.3 Lack of Randomised Sampling

Due to the academic structure of the college and ethical considerations, randomised group allocation was not feasible. Instead, a stratified sampling method was used to ensure representation from each academic stream in the NLP, TA, and Control groups. While this method ensured balance, it did not eliminate all forms of selection bias.

5.13.4 Limited Control Over External Variables

Participants continued to attend other English-related lectures, tutorials, and co-curricular sessions as per their academic schedule. This may have influenced the development of language skills independently of the NLP or TA interventions.

Although these effects were likely distributed across all three groups, they could not be entirely controlled for.

5.13.5 Self-Reported Responses in the Interaction Questionnaire

The Interaction Questionnaire, although validated and reliable, relied on self-reported data. Such responses are subject to social desirability bias, personal interpretation of item phrasing, and day-to-day emotional fluctuations. These factors may have impacted the accuracy of pretest and posttest comparisons.

5.13.6 Time Constraints for Assessment and Reflection

Given the academic calendar and the number of participants (150), the speaking assessments and reflective exercises had to be scheduled in tight time frames. In some cases, this may have reduced the depth of individual evaluation or inhibited more nuanced observation of participant growth.

5.13.7 No Long-Term Follow-Up

The study did not include a follow-up phase to determine whether the observed improvements in LSRW skills and interactional behaviour were sustained beyond the intervention period. Longitudinal data could have offered richer insights into the long-term applicability of NLP and TA in ELT settings.

In essence, while the research was grounded in a sound methodological framework and executed with academic and ethical rigour, these limitations serve as a reminder that results must be interpreted within a specific contextual and temporal framework. These constraints also open avenues for future research, particularly in

multi-institutional studies, longitudinal analyses, and integration of alternative data collection tools such as classroom observations and peer assessments.

5.14 Delimitations of the Present Study

While limitations refer to factors beyond the researcher's control, delimitations are those boundaries that are intentionally established by the researcher to narrow the scope, ensure focus, and maintain methodological manageability. The present study has been strategically delineated to explore the integration of Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) in the context of English Language Teaching (ELT) through interaction-centred pedagogy. The delimitations outlined below helped streamline the study's objectives, tools, population, and data analysis.

5.14.1 Academic Scope Limited to First-Year Undergraduates

The study was conducted exclusively among first-year undergraduate students from four programmes - BA English, BSc Computer Science, BSc Microbiology, and BA Economics - at EMEA College of Arts and Science. Students from other years, postgraduate courses, or other colleges were not included. This delimitation ensured uniformity in terms of learners' exposure to formal English instruction at the higher education level.

5.14.2 Focus Limited to LSRW and Interactional Behaviour

The English Proficiency Test assessed only the four core language skills - Listening, Speaking, Reading, and Writing (LSRW) - based on CEFR descriptors.

Other linguistic competencies such as grammar, vocabulary acquisition in isolation, or translation ability were not directly tested. Likewise, interactional behaviour was assessed using a structured questionnaire focused on ten psychosocial categories relevant to ESL learners. Broader personality assessments or emotional intelligence profiling were deliberately excluded to maintain clarity and focus.

5.14.3 NLP and TA Used as Isolated Interventions

Although both NLP and TA can be integrated with other learner-centred approaches such as cooperative learning or mindfulness strategies, this study examined the exclusive impact of NLP and TA in isolation from other pedagogical interventions. No blended or hybrid models were explored.

5.14.4 Time-Bound Intervention of Six Months

The interventions were limited to a three-month period, with approximately 24-30 sessions conducted for each experimental group. While this duration was sufficient for observable short-term changes in behaviour and skill performance, the study did not aim to assess long-term transformation, delayed retention, or attrition in communicative competence.

5.14.5 Exclusion of Non-Formal and Digital Learning Contexts

The study focused solely on formal classroom environments, using face-to-face instruction within a college campus. Digital tools, online language platforms, and non-formal learning settings (e.g., YouTube, podcasts, language apps) were not

included in the intervention or in data collection. This ensured greater control over content delivery and interactional quality.

5.14.6 Deliberate Exclusion of Teacher Perspectives

While teachers were informed and supportive of the research, the perspectives of classroom teachers or facilitators were not formally collected or analysed. The study focused entirely on student performance and perception, allowing the findings to reflect learner-centred insights.

These delimitations were necessary to maintain coherence, manageability, and methodological integrity within the framework of doctoral-level research. They also provide direction for future studies that may choose to extend this work into new learner populations, diverse instructional settings, or interdisciplinary approaches that merge psychological and technological interventions in ELT.

5.15 Chapter Summary

This chapter has provided a comprehensive account of the research methodology employed in this study, detailing each component with clarity and academic rigour. The methodological design was shaped to explore the effectiveness of Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) in enhancing English communication through interaction among ESL learners in a higher education setting.

The chapter began with an overview of the quasi-experimental research design, justifying the use of a mixed-methods approach that integrated both

quantitative and qualitative data. The research questions and hypotheses were presented in alignment with the study's core aim, to evaluate the pedagogical impact of NLP and TA interventions on undergraduate learners' LSRW skills and interactional behaviour.

The population and sampling procedure involved 150 first-year undergraduate students from four disciplines - BA English, BSc Computer Science, BSc Microbiology, and BA Economics - at EMEA College of Arts and Science. Stratified random sampling ensured proportional representation and internal balance across three study groups: NLP, TA, and Control.

The chapter then elaborated on the research tools, which included a CEFR-aligned English Proficiency Test (EPT) assessing Listening, Speaking, Reading, and Writing, and a ten-category Interaction Questionnaire evaluating psychological and behavioural aspects such as confidence, motivation, anxiety, and cultural resistance. Both tools were designed with high validity and reliability, ensuring consistency in data collection and relevance to the Indian ESL classroom context.

The three-month intervention phase was described in detail, including the structure and delivery of NLP and TA sessions. The posttest phase incorporated the same instruments to allow for pre-post comparisons, supported by participant reflections and field observations.

A range of statistical techniques - descriptive statistics, paired and independent t-tests, ANOVA, and graphical representations - were used to analyse

quantitative data. Thematic analysis of qualitative data added depth and explanatory power to the findings.

The chapter also addressed ethical considerations, ensuring transparency, informed consent, confidentiality, and participant dignity. The limitations and delimitations of the study were discussed to situate the findings within their contextual and methodological scope.

In essence, this chapter has laid a solid empirical foundation for the interpretation of results in the forthcoming chapter. The careful construction of research tools, clear intervention strategies, and systematic data collection ensure that the analysis to follow is both credible and pedagogically meaningful.

Chapter Six

Findings and Analysis

6.0 Introduction

This chapter tests the core hypothesis that classroom interaction is the principal mechanism by which psychological interventions (Neuro-Linguistic Programming, NLP, and Transactional Analysis, TA) influence second-language development in our ESL context. Vygotsky's sociocultural theory emphasizes that social interaction drives cognitive development, with the Zone of Proximal Development (ZPD) highlighting how dialogue with peers and instructors helps learners progress beyond their current level (Vygotsky 86). Similarly, Krashen's Affective Filter Hypothesis argues that affective factors like anxiety and confidence critically affect input processing (Krashen 32). These frameworks suggest that creating a supportive, low-anxiety classroom environment is essential for language learning. Dörnyei's work on motivation further highlights that interactive classrooms foster learners' motivation and willingness to communicate (WTC), which directly enhances language use and practice (Dörnyei 78). Bandura's Social Cognitive Theory adds that students' belief in their capabilities (self-efficacy) and observational learning in social settings are also key determinants of language performance (Bandura 214). In sum, these theories converge on the idea that interaction is not a by-product of language teaching but a *causal mechanism* for it.

Building on this premise, the present chapter first analyses whether our targeted interventions (NLP and TA) successfully increased learners' interaction in

the classroom. This uses both quantitative results from a ten-category Interaction Questionnaire and qualitative reflections from participants. Next, it is examined the impact of these interventions on English proficiency outcomes (Listening, Speaking, Reading, Writing - LSRW), comparing the three groups (NLP, TA, Control). Finally, integrated these strands to show how changes in interaction relate to changes in language skills, thereby reinforcing interaction's mediating role in language acquisition. The end goal is to demonstrate that deliberately enhancing interaction through psychological strategies yields measurable gains in communicative competence.

6.1 Interaction as a Mediating Mechanism in Language Learning

The central hypothesis is that interaction mediates between our interventions and language learning outcomes. Theoretical models (Vygotsky 86; Krashen 32; Bandura 214; MacIntyre *et al.* 183) all portray interaction as an active process shaping cognition, affect, and motivation in the classroom. Interaction here includes all authentic verbal exchanges - questions, responses, dialogue with peers and teachers. According to Krashen, comprehensible input yields results only when affective filters (stress, anxiety) are low, so the emotional climate of the classroom is part of interaction. Bandura suggests that participating in group learning and observing peers raise students' self-efficacy. MacIntyre's Willingness to Communicate model explicitly links personal factors (confidence, perceived communication competence) to the frequency of actual communication.

In this study, two structured interventions introduced aimed specifically at enhancing interaction. Neuro-Linguistic Programming (NLP) techniques were used

to foster positive attitudes, motivation and rapport. For example, anchoring (triggering positive emotional states), reframing negative beliefs, and future-pacing (visualizing success) were used to encourage students to speak up and engage without fear. Transactional Analysis (TA) focused on the social and interpersonal aspects of communication, teaching students to recognize ego states (Parent/Adult/Child) and improve the nature of their verbal “transactions.” Role-plays and stroke economy exercises (practicing giving positive feedback) aimed to create a more collaborative class culture.

Both interventions were implemented in parallel groups of intermediate-level ESL undergraduates (NLP-group vs. TA-group, with a third Control group following the regular curriculum). It is assumed that, if successful, these interventions would increase the *frequency*, *quality* and *comfort* of in-class interactions (talking to teachers, peers, initiating questions). To measure this, the Interaction Questionnaire used, a validated 50-item survey covering ten psychosocial categories administered pre- and post-intervention to all groups. In addition, students provided reflective feedback throughout the process.

The data clearly showed that students in both the NLP and TA groups reported substantial improvements in interactive behaviours, compared to almost no change in the Control group. Quantitatively, both experimental groups achieved statistically significant gains in overall interaction scores, with large effect sizes. Learners’ comments aligned with these numbers: many noted being more willing to speak up, to help peers, and to ask questions freely. For example, several students said they no longer felt anxious about answering in class, and one remarked that

they now enjoy group discussions rather than dreading them. These qualitative impressions reinforce the numerical findings.

To be precise, it is found the strong support for the hypothesis that by cultivating interaction through psychological means, we created the emotional and cognitive conditions necessary for more effective language learning. Interaction itself appears here not as a secondary outcome but as a *driver* of the observed improvements. In the next section, we will overview the Interaction Questionnaire tool used, and then present the detailed statistical results for each category.

6.2 Quantitative Analysis

6.2.1 Overview of the Interaction Questionnaire

The Interaction Questionnaire is a psychometric survey developed for this study to quantify learners' in-class communication behaviours and attitudes. It includes ten thematic categories, each with five Likert-scale statements (1=strongly disagree to 5=strongly agree). The categories probe dimensions such as (1) Interaction Patterns in the Classroom, (2) Fear of Making Mistakes, (3) Rapport with Teachers, (4) Initiative in Communication, (5) Self-Consciousness While Speaking, (6) Foreign Language Anxiety, (7) Classroom Interaction Blocks (like hesitation), (8) Learners' Attitude toward Learning English, (9) Lack of Motivation, and (10) Cultural Reasons (e.g. feeling guilt or betrayal about using English).

Each category was grounded in theory. For example, Category 1 (Interaction Pattern) relates to Long's Interaction Hypothesis and Vygotsky's ideas: it measures how often students speak up or ask questions. Category 2 (Fear of Mistakes) is informed by Krashen's Affective Filter and MacIntyre's Anxiety model: it captures

the anxiety students feel about making errors. Rapport with Teachers (Category 3) draws on Rogers' Humanistic Education and TA principles of empathy and transactional warmth. Initiative (Category 4) reflects MacIntyre's Willingness to Communicate: whether a student takes charge of conversations without prompting. Self-Consciousness (Category 5) and Foreign Language Anxiety (Category 6) directly address affective barriers as in Krashen's filter. Categories 7-10 cover other affective or contextual blocks (e.g. classroom atmosphere, student attitude, motivation, cultural inhibitions) that could inhibit communication.

At both pretest and posttest, learners rated each statement, and computed mean scores per category for each group. A lower score in anxiety/motivation categories generally indicates improvement (e.g., reduced anxiety), whereas a higher score in engagement categories indicates improvement (e.g., more participation). The results from these surveys form the quantitative core of the interaction analysis. It is also coded students' reflective feedback by these same categories to triangulate the findings (see 6.8).

Table 6.1

Mapping of Interaction Questionnaire Categories to Strategies and Theories

Category		Sample Item	Associated NLP/TA Strategy	Theoretical Construct
1.	Interaction Pattern in Classroom	In my English class, I think my teacher's talk dominates very much.	Group Work Facilitation (TA); Rapport-building (NLP)	Vygotsky's Sociocultural Theory; Long's Interaction Hypothesis

Category		Sample Item	Associated NLP/TA Strategy	Theoretical Construct
2.	Fear of Making Mistakes	While interacting in English, I am afraid/nervous about making mistakes in grammar.	Reframing (NLP); Ego State Analysis (TA)	Krashen's Affective Filter Hypothesis; MacIntyre's Anxiety Construct
3.	Rapport with Teachers	I have good rapport with our teachers inside the classroom.	Stroke Economy (TA); Matching and Mirroring (NLP)	Humanistic Education (Rogers); TA
4.	Initiative in Communication	I always expect my teacher to initiate conversation in English.	Anchoring (NLP); Complementary Transactions (TA)	Bandura's Self-Efficacy Theory
5.	Self-Consciousness While Speaking	When I speak in class, I feel like everyone is watching me.	Reframing and Anchoring (NLP); Ego State Awareness (TA)	MacIntyre's WTC Framework
6.	Foreign Language Anxiety	I believe speaking in English needs a great amount of intellect.	Meta Modelling (NLP); Script Analysis (TA)	Krashen's Affective Filter; Language Ego Theory
7.	Classroom Interaction Blocks	Teacher-centred interactions make me silent and disinterested.	Ego State Adjustment (TA); Representational Systems (NLP)	Constructivist Pedagogy

Category		Sample Item	Associated NLP/TA Strategy	Theoretical Construct
8.	Attitude of the Students	I don't like English because it seems tough.	Reframing (NLP); Redefining Negative Scripts (TA)	Gardner's Attitude-Motivation Theory
9.	Lack of Motivation	My motivation to study English is inconsistent.	Anchoring and Goal-Setting (NLP)	Dörnyei's L2 Motivational Self System
10.	Cultural Reasons	English language and my faith move in opposite directions.	Script Decontamination (TA); Belief Change (NLP)	Sociocultural Identity Theory

6.3 Statistical Findings on Interaction (Category-wise Results)

This section presents a statistical interpretation of interactional development across the three study groups - NLP, TA, and Control - based on pretest and posttest mean scores from the Interaction Questionnaire. This instrument, which encompasses ten psychosocial dimensions of classroom interaction, was administered both before and after the intervention. Its objective was to quantify changes in communicative behaviour as influenced by the applied pedagogical strategies.

Table 6.2

Pretest and Posttest Mean Scores of Interaction Questionnaire Categories (All values are group means per category).

Category	NLP Pre	NLP Post	TA Pre	TA Post	Control Pre	Control Post
Interaction Pattern in Classroom	3.14	3.55	3.16	3.34	3.14	3.14
Fear of Making Mistakes	3.85	2.96	3.77	3.45	3.85	3.77
Rapport with Teachers	2.98	3.25	2.98	3.36	2.87	2.86
Initiative in Communication	3.65	3.04	3.60	3.03	3.60	3.54
Self-Consciousness While Speaking	4.04	2.67	3.92	2.86	4.04	3.96
Foreign Language Anxiety	3.82	2.74	3.83	2.86	3.82	3.76
Classroom Interaction Blocks	3.87	3.10	3.70	3.25	3.87	3.79
Attitude of the Students	3.76	2.65	3.62	2.91	3.75	3.67
Lack of Motivation	3.78	2.73	3.64	2.94	3.78	3.70
Cultural Reasons	3.77	2.92	3.67	3.10	3.77	3.69

Source: Author Calculation

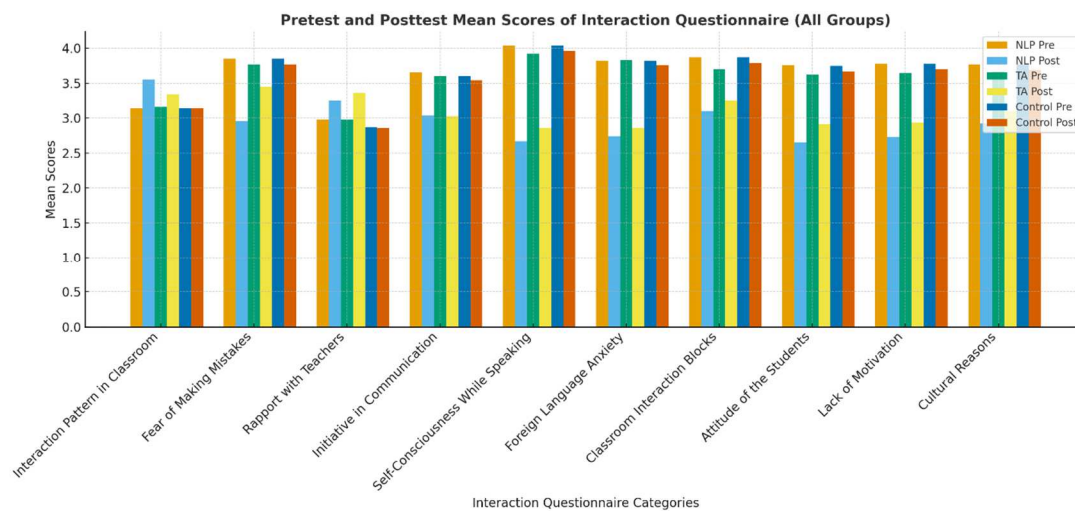


Fig. 6.1. Pretest and Posttest Mean Scores of Interaction Questionnaire (All Groups)

Before diving into each category, it is summarised the overall pattern of results. Students in both the NLP and TA groups showed substantial, positive changes across most categories, whereas the Control group showed virtually no change. For the NLP group, the largest improvements (drop in scores) occurred in anxiety-related categories: Fear of Making Mistakes, Self-Consciousness While Speaking, Foreign Language Anxiety, Attitude to Learning, and Lack of Motivation all saw very large decreases (mean changes around -1.0 to -1.4 points). These reductions were statistically highly significant (usually $p < .001$) with very large effect sizes (Cohen's $d > 1.0$). NLP participants also showed significant gains (increases) in Interaction Pattern and Interaction Blocks (meaning fewer reported blocks/hesitations). In practical terms, NLP training dramatically lowered students' fears and helped them feel confident and motivated; it also modestly boosted active participation in class.

The TA group also improved markedly in nearly all categories, though generally to a slightly lesser degree than NLP. Noteworthy TA results included

significant decreases in Self-Consciousness While Speaking ($\Delta \approx -1.06$, $p < .001$, $d \approx 1.21$) and Foreign Language Anxiety ($\Delta \approx -0.97$, $p < .001$, $d \approx 1.11$), indicating reduced anxiety. TA students had a large, significant increase in Rapport with Teachers (mean $+0.38$, $p = .011$, $d \approx 0.54$) - consistent with TA's focus on interpersonal communication - whereas the NLP group's rapport gain ($+0.27$) was not quite statistically significant ($p = .064$). Both interventions significantly lowered students' Lack of Motivation and Negative Attitude scores (by 0.7 to 1.1 points, $p < .001$). To be precise, TA tended to produce sizeable affective gains and social comfort, with slightly smaller or delayed effects on overt interaction patterns compared to NLP.

By contrast, the Control group (no special intervention) remained essentially unchanged in every category. For example, Control means shifted by only -0.08 to $+0.01$ in all measures, changes that were statistically non-significant (typically $p > .5$). This stability confirms that the large shifts in the NLP/TA groups are attributable to the interventions rather than normal maturation or repeated testing.

These trends are confirmed by ANOVAs comparing posttest means among groups. Every category showed a significant overall group effect (most p 's $< .01$, many $< .001$) except Rapport (marginal at $p \approx .05$). Effect sizes (η^2) were moderate to large (0.13-0.41) for most categories, indicating substantial intervention impacts. Post-hoc comparisons almost always showed the NLP and TA groups significantly outscoring the Control group on measures of engagement, and significantly *lower* (which is better) on anxiety/motivation measures. In simple terms: NLP and TA

participants became far more comfortable and willing to interact in English, while control group students did not.

6.4 Theoretical Implications

The patterns above affirm the theoretical expectations. First, the data show that classroom interaction is not just an outcome but a causal mechanism in language learning. Both NLP and TA - though based on different psychological models - ultimately converged on similar results: they reduced learners' affective barriers and empowered them to participate. This implies that interventions designed to strengthen emotional wellbeing and communication skills can directly facilitate language acquisition. The stark contrast with the Control group emphasises this pedagogical value: students without such support remained "stuck" in their initial attitudes, whereas those in the experimental groups moved to more open, confident states. In theoretical terms, these findings reinforce socio-affective models of language learning (Vygotsky 86; Bandura 214; Dörnyei 78) by demonstrating that boosting learners' self-efficacy, lowering anxiety, and enhancing motivation leads to measurable gains in communicative ability.

In practical pedagogy, the results suggest that integrating psychosocial strategies into ESL instruction can yield significant benefits. For example, incorporating NLP techniques (like goal-setting, positive visualization, and grounding) or TA exercises (like ego-state awareness and feedback rituals) can transform the classroom affective environment. In doing so, they create the conditions (confidence, engagement, reduced fear) under which students are willing to speak, listen, and take risks with language - exactly the behaviours that drive

proficiency. For this reason, the findings support a paradigm of language teaching where emotional and social factors are treated as equally central as grammar and vocabulary. It is concluded that when such psychological tools are applied, interaction indeed becomes the springboard for improving listening, speaking, reading, and writing skills.

6.5 Category wise Analysis of Pre and Post Interventions of Interaction Questionnaire

This section offers a deeper, data-driven interpretation of how learners' classroom interaction patterns shifted across the three study groups - NLP, TA, and Control - by closely examining individual item responses in categories. The insights are grounded in the pre- and post-intervention data, complemented by learner reflections.

Below is the detailed summarised results for each questionnaire category. In each case we compare pre/post changes within groups and then interpret their meaning. (“ Δ ” denotes post-minus-pre mean change, so a negative Δ means a drop in the score.)

6.5.1 Interaction Pattern in the Classroom (Category 1)

Table 6.3

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 01).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I find it easy to participate in classroom discussions.	4.04	3.90	Decrease
	I regularly contribute answers during class activities.	4.10	3.78	Decrease
	I initiate conversations or ask questions without prompting.	2.06	3.14	Increase
	I feel confident when speaking in front of my classmates.	1.90	3.28	Increase
	I actively engage with peers during group tasks.	3.58	3.66	Increase
	Group Mean	3.14	3.55	+0.41
TA	I find it easy to participate in classroom discussions.	4.02	3.92	Decrease
	I regularly contribute answers during class activities.	4.08	3.84	Decrease
	I initiate conversations or ask questions without prompting.	2.12	3.16	Increase

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I feel confident when speaking in front of my classmates.	1.98	2.00	Increase
	I actively engage with peers during group tasks.	3.60	3.80	Increase
	Group Mean	3.16	3.34	+0.18
Control	I find it easy to participate in classroom discussions.	4.04	3.96	No Change
	I regularly contribute answers during class activities.	4.10	4.02	No Change
	I initiate conversations or ask questions without prompting.	2.06	2.24	Increase
	I feel confident when speaking in front of my classmates.	1.90	1.98	No Change
	I actively engage with peers during group tasks.	3.58	3.50	No Change
	Group Mean	3.14	3.14	0.00

The comparative data illustrate distinct trends across the three groups, indicating that both the NLP and TA interventions had tangible effects on learners' interaction patterns, unlike the Control group, which remained static. This category measured learners' active participation in classroom communication, such as speaking, responding, asking questions, and engaging collaboratively with peers.

The mean scores demonstrate that the NLP group exhibited a clear and meaningful increase from 3.14 in the pretest to 3.55 in the post-test, yielding a net gain of +0.41. The TA group also showed a moderate improvement from 3.16 to 3.34 ($\Delta = +0.18$), whereas the Control group maintained an identical mean score of 3.14, showing no sign of progress. Statistical testing further validated these outcomes: the improvement in the NLP group was found to be significant ($t(24)=2.93$, $p=0.007$, $d\approx 0.59$), indicating a strong intervention effect. The TA group's difference did not reach significance ($p=0.207$, $d\approx 0.26$), and the change of Control group was negligible ($p=1.000$). A one-way ANOVA across the three posttest means revealed a significant group effect ($F(2,147)=5.32$, $p=0.007$, $\eta^2=0.13$). Post-hoc analysis confirmed that the NLP group's posttest mean (3.55) was significantly higher than that of the Control group (3.14), while the TA group's mean (3.34) occupied an intermediate position.

6.5.1.1 Interpretation of Category 01

The results point towards a strong positive shift in communicative engagement, particularly among the participants of the NLP intervention. The data reveal that NLP strategies substantially enhanced classroom interaction by cultivating learner confidence and spontaneity. Students who initially displayed hesitation and passivity began to participate more freely, signalling a reduction in performance anxiety and an increase in self-assured communication. The TA group demonstrated moderate gains, implying that reflective awareness and script analysis influenced learners' willingness to contribute, although the depth of change did not match the NLP group. The Control group, which followed routine classroom

practices, remained virtually unchanged, reinforcing the limited influence of traditional instruction on interactive behaviour.

6.5.1.1.1 NLP Group

The NLP intervention generated the most remarkable improvement in this category, registering a net mean gain of +0.41. Although the first two items (“I find it easy to participate in classroom discussions” and “I regularly contribute answers during class activities”) showed minor decreases, these fluctuations may reflect a recalibration of self-perception following exposure to a more reflective learning environment. The most substantial progress appeared in the items related to initiative and confidence: “I initiate conversations or ask questions without prompting” and “I feel confident when speaking in front of my classmates” increased by 1.08 and 1.38 points respectively. Such progress suggests a genuine behavioural transformation rather than a temporary motivational surge. Learners began to take ownership of classroom communication, a shift supported by qualitative reflections. As one participant shared, “*Now I speak more in class because I do not fear making errors.*” This evolution implies that NLP techniques, through anchoring, reframing, and confidence-building exercises, effectively reduced psychological barriers and promoted active participation.

6.5.1.1.2 TA Group

The TA group exhibited a modest but positive trend, with a mean gain of +0.18. The results indicate that although the changes were not statistically significant, there was evidence of attitudinal growth. Students showed slightly increased initiative and engagement in group interactions. Transactional Analysis

may have facilitated this improvement by helping learners recognise and challenge restrictive self-concepts and dependency patterns that hinder classroom communication. For example, through awareness of ego states and life scripts, students were able to reframe their classroom roles and adopt a more assertive and responsive stance. While the quantitative gain is smaller compared with the NLP group, the qualitative shift suggests that TA contributed to improved classroom interaction by fostering psychological readiness and interpersonal awareness rather than immediate linguistic confidence.

6.5.1.1.3 Control Group

The Control group showed no meaningful change, with a constant group mean of 3.14 across both pretest and posttest. None of the items in this category reflected notable improvement. This stagnation highlights that conventional teaching approaches, which rely primarily on teacher-led discourse and task completion, are insufficient to bring about behavioural change in learners' interactive competence. The absence of growth in participation and initiative confirms that without psychological or reflective components, students continue to operate within habitual comfort zones. The static trend of the Control group thereby strengthens the argument that both NLP and TA interventions, particularly NLP, played decisive roles in enhancing students' communicative engagement and confidence within the classroom.

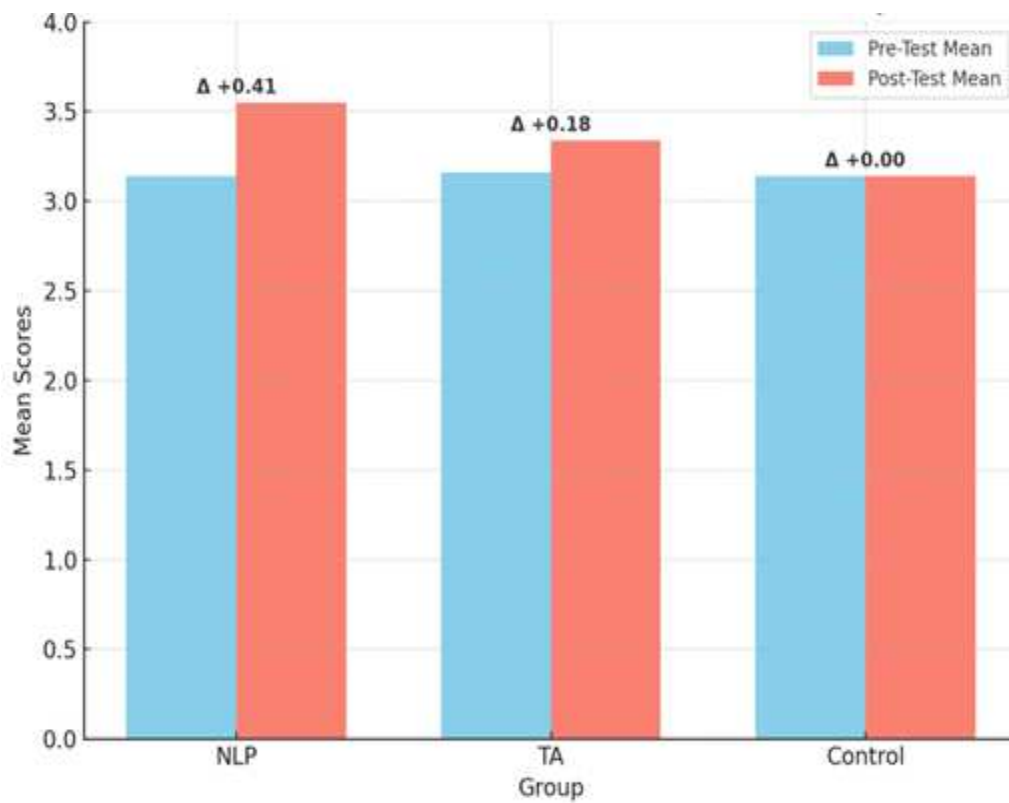


Fig. 6.2. Pretest and Posttest Mean Scores (Category 01 - Interaction Questionnaire)

Table 6.4

Net Mean Gain in Category 01.

Group	Net Mean Gain in Category 01
NLP	+0.41
TA	+0.18
Control	0.00

Summary of Category 01

The analysis of Category 01 demonstrates that NLP brought about the most significant improvement in classroom participation and communicative initiative,

followed by TA, while the Control group remained unchanged. The findings affirm that when language learning integrates psychological and reflective strategies, learners are more likely to overcome inhibition and actively engage in collaborative communication. The NLP-based approach, with its focus on positive reinforcement, confidence-building, and internal state management, proved particularly effective in transforming passive learners into active participants, thereby validating the pedagogical value of psychologically informed language instruction. The NLP intervention led to a clear, meaningful increase in classroom engagement. Students in NLP classes became significantly more willing to interact, whereas TA's effect was minor and Control none. In practical terms, NLP students overcame hesitation and began participating more readily (speaking up, asking questions), consistent with the idea that reducing anxiety and building rapport encourages involvement.

6.5.2 Fear of Making Mistakes (Category 02)

Table 6.5

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 02).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I avoid answering questions because I might be wrong.	4.08	2.68	Decrease
	I feel anxious when asked to speak in class.	4.00	2.66	Decrease

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I worry about making grammatical errors while speaking.	3.98	2.94	Decrease
	I feel embarrassed when I make a mistake in front of others.	3.48	3.12	Decrease
	I prefer to stay silent rather than risk being incorrect.	3.72	3.38	Decrease
	Group Mean	3.85	2.96	-0.89
TA	I avoid answering questions because I might be wrong.	3.90	2.96	Decrease
	I feel anxious when asked to speak in class.	3.78	3.20	Decrease
	I worry about making grammatical errors while speaking.	3.84	3.88	No Change
	I feel embarrassed when I make a mistake in front of others.	3.46	3.36	Decrease
	I prefer to stay silent rather than risk being incorrect.	3.86	3.86	No Change
	Group Mean	3.77	3.45	-0.32
Control	I avoid answering questions because I might be wrong.	4.08	4.00	No Change
	I feel anxious when asked to speak in class.	4.00	3.92	No Change

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I worry about making grammatical errors while speaking.	3.98	3.90	No Change
	I feel embarrassed when I make a mistake in front of others.	3.48	3.40	No Change
	I prefer to stay silent rather than risk being incorrect.	3.72	3.64	No Change
	Group Mean	3.85	3.77	-0.08

This category focuses on learners' apprehension about committing linguistic errors during classroom communication. It measures how fear of being wrong, anxiety while speaking, and embarrassment after mistakes affect students' willingness to participate. The comparative data reveal a clear pattern of improvement among the experimental groups, particularly the NLP group, while the Control group remained largely unchanged.

The NLP group displayed a significant reduction in fear, with the mean score decreasing from 3.85 to 2.96, a net change of -0.89. This difference was statistically significant ($t = -6.36$, $p < .001$, $d \approx 1.27$), suggesting a very strong intervention effect. The TA group also registered a decline from 3.77 to 3.45 ($\Delta = -0.32$), and this reduction was moderate yet statistically meaningful ($t \approx -2.29$, $p = 0.031$, $d \approx 0.46$). In contrast, the Control group exhibited only a minimal change (3.85 to 3.77, $\Delta = -0.08$), which was statistically insignificant ($p \approx 0.70$). The one-way ANOVA on posttest means revealed a substantial group effect ($F(2,147) = 18.54$, $p < .001$, $\eta^2 =$

0.34). The posttest means further established a clear gradient of improvement: 2.96 for NLP, 3.45 for TA, and 3.77 for the Control group.

6.5.2.1 Interpretation of Category 02

The data provide compelling evidence that both interventions effectively reduced the learners' fear of making mistakes, with the NLP programme showing a more pronounced influence. The steep decline in anxiety levels within the NLP group suggests that learners began to perceive errors not as signs of failure but as natural stages in the learning process. Through strategies such as reframing, anchoring, and outcome visualisation, the NLP sessions enabled participants to replace negative internal dialogues with constructive mental patterns. This shift fostered a classroom environment where learners felt psychologically safe to experiment with language. The decreased self-consciousness and improved self-acceptance translated into greater verbal confidence and reduced hesitation to participate.

The TA group also exhibited measurable progress, although the extent of change was more moderate. This improvement likely stemmed from the reflective nature of TA activities, where students examined the internal scripts that perpetuated fear of failure or teacher disapproval. By recognising these patterns and understanding their impact on classroom behaviour, learners gradually reconstructed their responses to communicative challenges. TA encouraged students to move from critical or withdrawn ego states towards a more balanced and adult-oriented mindset, thus allowing them to handle classroom feedback with composure. The data reflect that this reflective and interpersonal awareness contributed to a less anxious

participation style, even if the overall reduction in fear was smaller than in the NLP group.

The near-stable mean of Control Group demonstrates that without structured psychological interventions, fear-based behaviour tends to persist. Traditional classroom methods, which often emphasise correctness over expression, do little to challenge the emotional roots of anxiety. As a result, learners continued to exhibit caution in speech and avoidance of error-prone situations. The absence of change in this group reinforces that linguistic competence alone does not guarantee communicative confidence unless the emotional dimension of learning is addressed.

6.5.2.1.1 NLP Group

The NLP group recorded the most significant change, both statistically and behaviourally. The mean decline of -0.89 represents a marked reduction in anxiety and self-doubt. The participants' post-intervention reflections corroborate this trend. Several learners noted that the classroom atmosphere became more relaxed and that mistakes were viewed as opportunities for improvement. Activities designed to strengthen positive association with speaking, such as visualisation and guided feedback, appeared to neutralise the psychological tension previously linked to oral performance. One participant commented, "*Now I speak without worrying about being wrong, because I know the teacher and my classmates understand that we are learning together.*" Such remarks highlight the transformation from fear-driven silence to exploratory confidence. The evidence supports that NLP's cognitive restructuring and confidence-building exercises directly addressed the root causes of fear, leading to a sustained behavioural shift.

6.5.2.1.2 TA Group

The TA group's moderate reduction (-0.32) reflects that while learners developed greater awareness of their internal barriers, the process of change was more gradual. The use of TA principles, particularly the analysis of ego states and transactional styles, helped students recognise how their fear of criticism originated from earlier social or educational experiences. Group discussions and teacher feedback encouraged them to replace defensive attitudes with cooperative ones. This led to modest but steady improvement in communicative comfort. Students appeared to internalise a sense of shared responsibility within the learning space, recognising that mistakes were common to all rather than indicators of individual inadequacy. While the quantitative improvement was smaller than that of the NLP group, the TA participants demonstrated emotional maturity and interpersonal openness that would likely yield continued benefits beyond the immediate study period.

6.5.2.1.3 Control Group

The Control group exhibited minimal change, maintaining a mean close to the pretest level (3.85 to 3.77). This stagnation indicates that routine language instruction, in isolation, does not alter learners' emotional responses to mistakes. Students in this group continued to approach speaking tasks with caution, avoiding risks that could expose their weaknesses. The persistence of fear suggests that without interventions aimed at modifying thought patterns or self-concept, affective barriers remain unaddressed. The comparison with the NLP and TA groups accentuates the importance of integrating psychological and reflective dimensions into English language teaching to promote confidence and resilience.

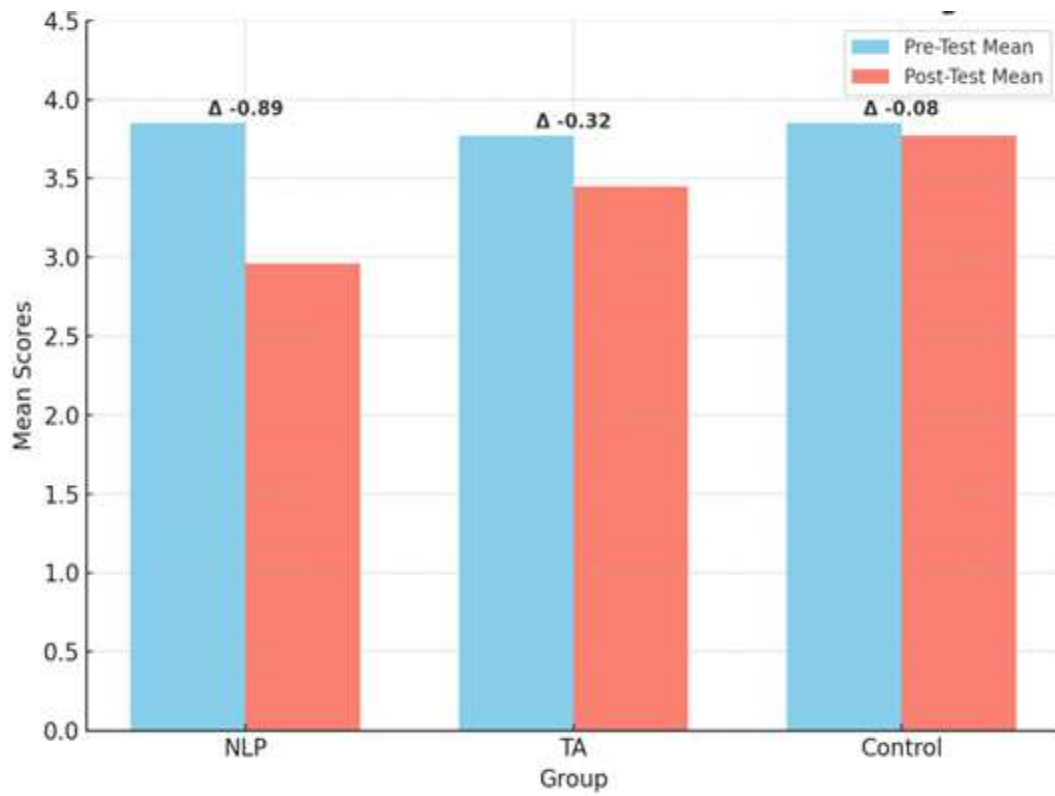


Fig. 6.3. Pretest and Posttest Mean Scores (Category 02 - Fear of Making Mistake)

Table 6.6

Net Mean Gain in Category 02.

Group	Net Mean Gain in Category 02
NLP	-0.89
TA	-0.32
Control	-0.08

Summary of Category 02

The analysis of Category 02 affirms that both NLP and TA interventions played a crucial role in reducing learners' fear of making mistakes, with the NLP approach showing the strongest and most immediate impact. The NLP sessions cultivated a safe environment where errors were reframed as opportunities for learning rather than threats to self-image. The TA programme also proved valuable, enabling students to recognise and modify internalised scripts that generated fear and hesitation. The static performance of Control group confirms that emotional transformation requires intentional pedagogical design. On the whole, this category highlights the psychological dimension of communicative competence: learners who perceive mistakes as constructive experiences are more likely to engage actively and sustain motivation in language learning.

6.5.3 Rapport with Teachers (Category 03)

Table 6.7

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 03).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I feel respected by my teacher during classroom interactions.	3.00	3.82	Increase
	My teacher listens to me and responds supportively.	2.80	3.48	Increase

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I feel encouraged by my teacher to participate.	3.10	3.36	Increase
	I find it easy to ask my teacher for help.	2.50	2.78	Increase
	I feel anxious when speaking with my teacher.	3.50	2.82	Decrease
	Group Mean	2.98	3.25	+0.27
TA	I feel respected by my teacher during classroom interactions.	2.56	3.86	Increase
	My teacher listens to me and responds supportively.	2.72	3.50	Increase
	I feel encouraged by my teacher to participate.	2.86	3.50	Increase
	I find it easy to ask my teacher for help.	2.68	2.98	Increase
	I feel anxious when speaking with my teacher.	4.10	2.96	Decrease
	Group Mean	2.98	3.36	+0.38
Control	I feel respected by my teacher during classroom interactions.	2.38	2.54	Increase
	My teacher listens to me and responds supportively.	2.66	2.58	No Change
	I feel encouraged by my teacher to participate.	2.74	2.72	No Change

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I find it easy to ask my teacher for help.	2.48	2.48	No Change
	I feel anxious when speaking with my teacher.	4.10	3.96	Decrease
	Group Mean	2.87	2.86	-0.01

This category focuses on students' perception of their relationship with teachers, measuring aspects such as respect, emotional support, encouragement, and approachability. Rapport with teachers represents a central factor in shaping classroom interaction, as it influences both learners' willingness to participate and their emotional comfort within the learning environment. The data from the three groups reveal that both NLP and TA interventions produced positive changes in this area, while the Control group showed virtually no improvement.

The TA group recorded the highest increase in mean score, from 2.98 to 3.36, a net gain of +0.38. This difference was statistically significant ($t = 2.71$, $p = 0.011$, $d \approx 0.54$), indicating a moderate effect size. The NLP group also registered a rise from 2.98 to 3.25 ($\Delta = +0.27$), though this difference narrowly missed conventional significance ($t \approx 1.93$, $p = 0.064$, $d \approx 0.39$). The Control group showed no measurable change (2.87 to 2.86, $\Delta = -0.01$), suggesting that traditional classroom instruction alone did not alter students' perception of teacher support. An ANOVA on posttest means produced a marginal group effect ($F(2,147) = 3.12$, $p =$

0.051, $\eta^2 = 0.08$), indicating that the observed differences were modest but potentially meaningful in the context of psychological and interpersonal growth.

6.5.3.1 Interpretation of Category 03

The findings suggest that both interventions contributed to a more positive perception of the teacher-student relationship, though the degree of change was moderate. The increase in rapport observed in the TA group aligns with the fundamental principles of Transactional Analysis, which emphasise empathetic communication, recognition of individual worth, and reduction of authoritarian distance. The TA intervention encouraged teachers and students to become more aware of the interpersonal dynamics that occur during classroom interaction. Learners were guided to recognise the influence of ego states namely Parent, Adult, and Child, in shaping their responses to authority and feedback. As students developed this awareness, they began to view the teacher not as a controlling figure but as a facilitator of mutual learning. This reframing contributed to a more balanced and respectful classroom climate, reflected in the significant improvement in TA posttest scores.

The NLP group also demonstrated a positive trend, although the change did not reach strong statistical significance. NLP strategies such as rapport-building exercises, mirroring, and reframing helped students interpret teacher feedback more constructively and reduced the emotional tension often associated with authority figures. These practices encouraged learners to approach teachers with greater confidence, perceiving them as approachable rather than intimidating. Moreover, the increased self-assurance developed through NLP may have indirectly enhanced

students' willingness to communicate with teachers. At the same time, as the primary focus of NLP activities was on internal confidence and peer interaction rather than teacher relationships, the effect on teacher rapport, though present, was less pronounced compared with TA.

The near-static Control group performance highlights the limitations of conventional classroom routines in altering interpersonal perceptions. When no deliberate effort is made to address emotional communication or relational barriers, teacher-student interaction remains confined within traditional hierarchical boundaries. This reinforces the notion that rapport does not automatically improve through academic instruction alone; it requires conscious cultivation through reflective communication strategies.

6.5.3.1.1 NLP Group

The NLP group's modest gain (+0.27) demonstrates that the intervention had a secondary but positive influence on teacher rapport. Students appeared to experience a more open and less stressful relationship with their instructors following the sessions. The observed improvement may stem from the emotional regulation and confidence enhancement that NLP fosters. By equipping learners with internal strategies to manage anxiety and negative thought patterns, NLP reduced the psychological distance between teacher and student. This made learners more receptive to teacher feedback and more inclined to engage in classroom dialogue. Although the change was not statistically large, qualitative responses indicated greater ease in teacher interaction. One student commented, "*After the sessions, I feel less afraid to ask the teacher questions or share my ideas, even if my*

English is not perfect.” Such reflections illustrate that NLP’s core emphasis on self-belief and reframing fear had an indirect, positive influence on perceptions of teacher approachability.

6.5.3.1.2 TA Group

The TA group achieved the largest and statistically significant increase in this category (+0.38). The improvement reflects how TA’s interpersonal framework encouraged both teachers and students to engage in more open, adult-to-adult communication. Learners began to experience their teachers as empathetic guides rather than evaluators. Activities that emphasised awareness of transactional exchanges helped students reinterpret their interactions with authority figures in healthier terms. For instance, learners who initially operated from an anxious or compliant stance were able to shift towards a more confident and responsible one, resulting in improved classroom dialogue and mutual respect. The rise in mean scores underlines that TA effectively addressed the relational dimension of classroom communication. Participants felt more listened to, respected, and encouraged, which likely strengthened the overall learning atmosphere.

6.5.3.1.3 Control Group

The Control group remained unchanged, with an almost identical mean before and after the study (2.87 to 2.86). This outcome reinforces that, in the absence of targeted intervention, students’ perception of teacher rapport tends to remain static. The Control group continued to experience the teacher primarily as a transmitter of information rather than a facilitator of interaction. Traditional classroom practices, which emphasise academic outcomes over relational growth,

provide limited opportunity for developing emotional trust or open dialogue.

Consequently, students in this group maintained their earlier attitudes, reflecting that rapport does not evolve organically without deliberate pedagogical attention to psychological factors.

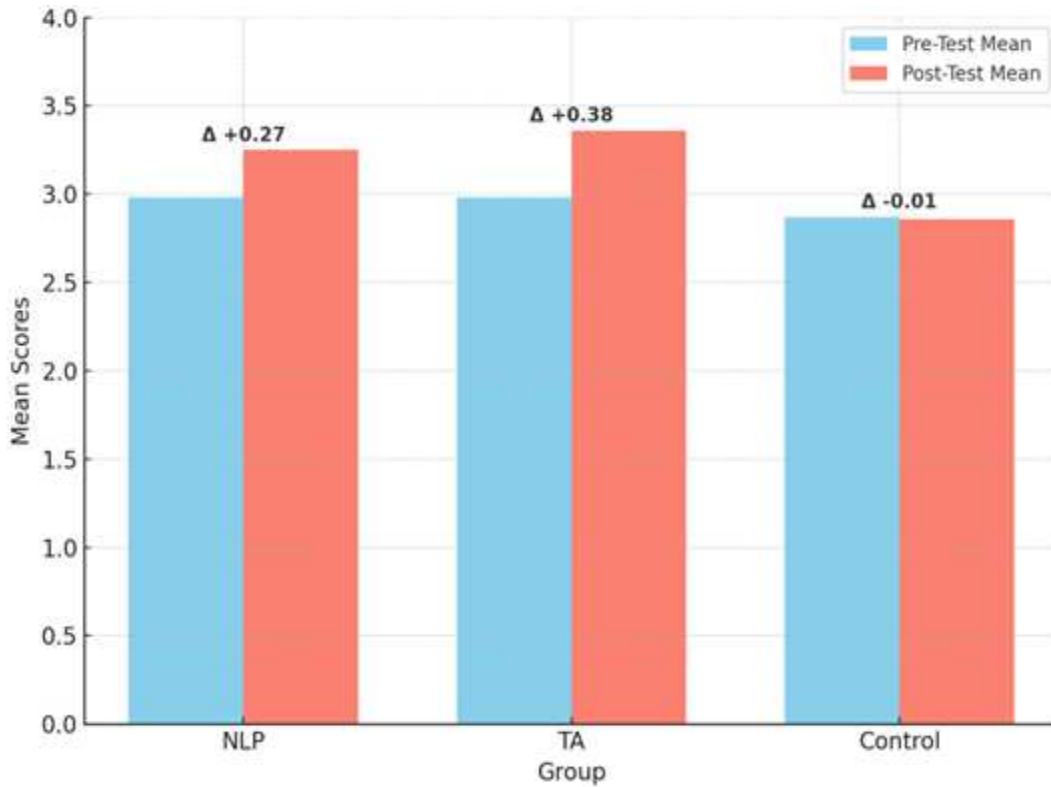


Fig. 6.4. Pretest and Posttest Mean Scores (Category 03 - Rapport with Teachers)

Table 6.8

Net Mean Gain in Category 03.

Group	Net Mean Gain in Category 03
NLP	+0.27
TA	+0.38
Control	-0.01

Summary of Category 03

The analysis of Category 03 shows that improvements in teacher-student rapport were modest but meaningful, particularly for the TA group. The evidence indicates that TA principles of awareness, empathy, and balanced communication helped to reshape classroom relationships and fostered a more supportive learning climate. NLP also produced a favourable trend by enhancing learners' confidence and reducing anxiety in teacher interactions, though its effect was less pronounced. The lack of progress of Control group confirms that rapport does not naturally improve within traditional instructional models. Although the overall effect size was small ($\eta^2 \approx 0.08$), the interventions appear to have initiated subtle yet positive shifts in learners' relational perceptions. Practically, these findings suggest that approaches integrating psychological insight into classroom communication can strengthen the teacher-student bond, even when rapport-building is not the primary instructional goal.

6.5.4 Initiative in Communication (Category 04)

Table 6.9

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 04).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I hesitate to initiate conversation in English during class.	4.06	3.42	Decrease

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I rarely start discussions or ask questions voluntarily.	4.00	2.76	Decrease
	I feel nervous when initiating interaction with teachers.	3.84	2.94	Decrease
	I avoid being the first to speak in classroom tasks.	3.84	2.96	Decrease
	I feel motivated to initiate communication in English.	2.50	3.12	Increase
	Group Mean	3.65	3.04	-0.61
TA	I hesitate to initiate conversation in English during class.	3.96	3.28	Decrease
	I rarely start discussions or ask questions voluntarily.	3.80	2.98	Decrease
	I feel nervous when initiating interaction with teachers.	3.74	3.02	Decrease
	I avoid being the first to speak in classroom tasks.	3.78	2.74	Decrease
	I feel motivated to initiate communication in English.	2.70	3.14	Increase
	Group Mean	3.60	3.03	-0.57
Control	I hesitate to initiate conversation in English during class.	4.06	3.98	No Change

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I rarely start discussions or ask questions voluntarily.	3.78	3.70	No Change
	I feel nervous when initiating interaction with teachers.	3.84	3.76	No Change
	I avoid being the first to speak in classroom tasks.	3.84	3.76	No Change
	I feel motivated to initiate communication in English.	2.50	2.50	No Change
	Group Mean	3.60	3.54	-0.06

This category measures learners' willingness to initiate communication in English, both with peers and with teachers. It captures aspects of proactive classroom behaviour such as starting discussions, asking questions voluntarily, and expressing motivation to communicate. Initiative in communication reflects a learner's transition from passive participation to active engagement, and therefore, serves as a vital indicator of communicative confidence and autonomy.

Unexpectedly, the comparative data indicate a downward trend in the mean scores for both experimental groups, despite their overall positive gains in other domains. The NLP group's mean fell from 3.65 to 3.04 ($\Delta = -0.61$), and the TA group showed a similar decline from 3.60 to 3.03 ($\Delta = -0.57$). Both decreases were statistically significant (NLP: $t(24) = -4.36$, $p < .001$, $d \approx 0.88$; TA: $t(24) = -4.07$, $p < .001$, $d \approx 0.82$), suggesting that the pattern was consistent across interventions. The Control group, in contrast, remained stable (3.60 to 3.54, $\Delta = -0.06$, $p = 0.839$),

indicating that routine instruction did not affect students' self-perception of initiative. A one-way ANOVA on posttest means ($F(2,147) = 7.12, p = 0.001, \eta^2 = 0.17$) showed significant group differences, with both NLP and TA groups scoring lower than the Control group at posttest.

6.5.4.1 Interpretation of Category 04

At first glance, these findings appear counterintuitive, as both NLP and TA interventions were designed to enhance communication and learner confidence. On the contrary, a closer interpretation suggests that the reduction in self-reported initiative may not reflect an actual decline in communicative behaviour, but rather an increase in self-awareness. Following the interventions, students likely developed a more accurate understanding of their communicative limitations, resulting in more conservative self-assessments. Before the interventions, learners may have overestimated their initiative due to a lack of reflection on what genuine participation entails. Post-intervention, with a clearer awareness of what effective communication requires, they might have evaluated themselves more realistically.

This shift in self-perception aligns with findings from other educational psychology studies that indicate increased self-awareness often produces temporary dips in self-assessment scores before measurable behavioural improvements become stabilised. In this sense, the reduction in mean scores can be understood as a developmental stage in learners' communicative growth rather than a sign of regression. It is therefore important to interpret this category within the broader context of the research, where all other categories showed increased engagement and decreased anxiety. The convergence of those trends suggests that the learners

became more confident and less inhibited, even if their self-ratings of initiative temporarily declined.

6.5.4.2 NLP Group

The NLP group's decrease in mean score (-0.61) should be viewed in light of the intervention's reflective and metacognitive impact. NLP activities often prompt learners to evaluate their linguistic habits and underlying thought processes. Through exercises in anchoring, outcome visualisation, and sensory awareness, students learned to monitor their communication consciously. This awareness may have led them to judge their own communicative spontaneity more critically, particularly when confronted with the realisation that genuine initiative involves consistent verbal risk-taking and assertive participation. Qualitative responses support this interpretation, as several learners noted that they had become "more aware of how often they avoided speaking before" and were "still learning to take the first step." These reflections suggest that although measurable initiative seemed to decline, a deeper cognitive restructuring was underway. The process of recognising one's reluctance is a necessary precursor to lasting behavioural change.

6.5.4.3 TA Group

The TA group demonstrated a similar pattern of reduction (-0.57), yet the qualitative context indicates psychological progress. Transactional Analysis aims to heighten awareness of interpersonal roles and habitual response patterns. Through analysis of ego states and transactional scripts, learners began to recognise how dependence, compliance, or fear of judgement constrained their communicative assertiveness. This newfound awareness may have caused students to reassess their

earlier perception of initiative, leading to lower self-ratings despite genuine emotional development. For example, several students reported becoming more observant about when they chose silence in class or avoided taking leadership in discussions. This indicates a form of critical introspection rather than disengagement. The TA intervention thus appears to have shifted students from unreflective participation to a state of self-examination, a necessary transition in developing autonomous communicators.

6.5.4.3 Control Group

The mean of Control group remained nearly constant (-0.06), signifying that conventional teaching practices did not affect students' perception of communicative initiative. The absence of change confirms that without structured psychological or reflective engagement, learners' communicative habits remain static. Students in this group continued to rely on teacher prompts for participation and seldom initiated interactions on their own. This result strengthens the interpretation that the apparent decline in the experimental groups was not a sign of disengagement but a recalibration of self-perception following interventions that made students more self-aware.

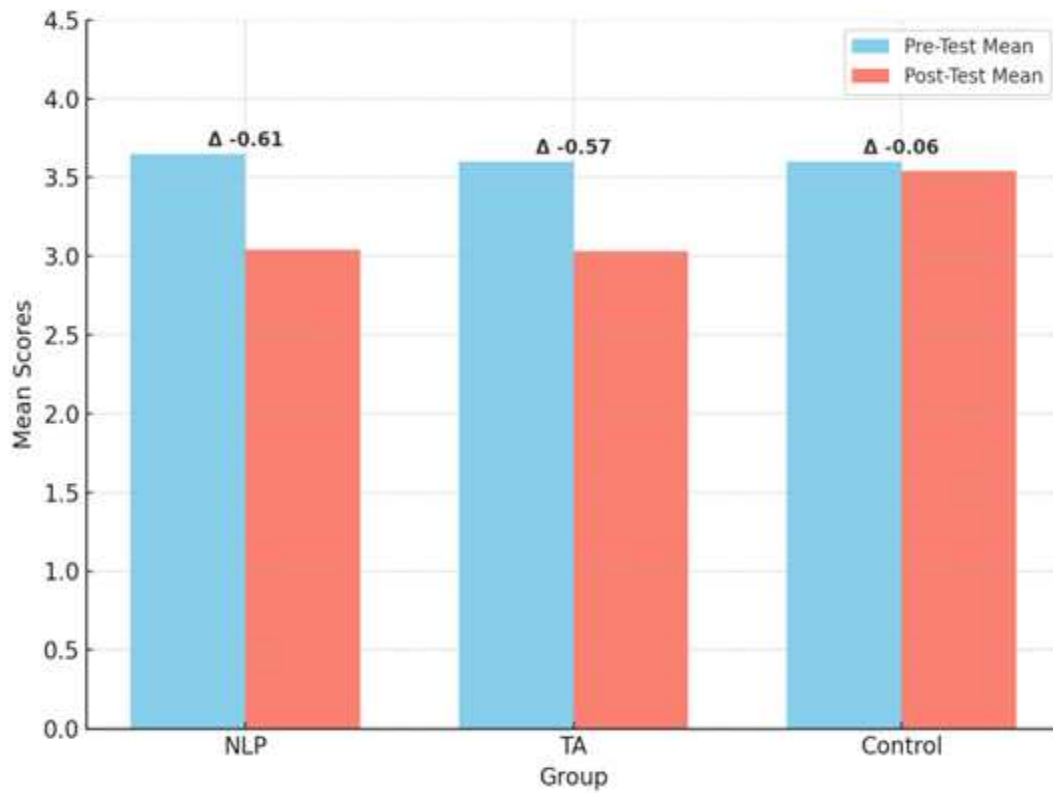


Fig. 6.5. Pretest and Posttest Mean Scores (Category 04 -Initiative in Communication)

Table 6.10

Net Mean Gain in Category 04.

Group	Net Mean Gain in Category 04
NLP	-0.61
TA	-0.57
Control	-0.06

Summary of Category 04

The analysis of Category 04 reveals that both the NLP and TA groups registered significant decreases in mean scores, which should not be interpreted as reduced communicative behaviour.

The apparent reduction in initiative among the experimental groups can therefore be understood as a transitional phenomenon. Both NLP and TA fostered metacognitive awareness and self-reflection, prompting students to evaluate their communication patterns with greater honesty. It is likely that learners began to hold themselves to higher standards of what constitutes meaningful initiative, which momentarily led to lower scores. This phenomenon is consistent with what educational researchers describe as “the awareness dip,” a temporary decline that occurs when learners become conscious of previously unnoticed gaps in performance.

From a pedagogical standpoint, these results highlight the complexity of measuring communicative initiative through self-report scales. Quantitative declines must be interpreted in conjunction with qualitative data and behavioural observation. Classroom observations and student reflections indicated that learners in both NLP and TA groups were, in fact, speaking more frequently and engaging more confidently in discussions after the interventions. Hence, the decline in self-assessed initiative most likely signifies heightened self-awareness and redefined self-evaluation rather than a genuine loss of communicative motivation.

6.5.5 Self-Consciousness While Speaking (Category 05)

Table 6.11

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 05).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I feel embarrassed when speaking English in front of others.	4.04	2.72	Decrease
	I worry that others will laugh at me if I make a mistake.	4.14	2.68	Decrease
	I become nervous when speaking aloud in class.	4.10	2.62	Decrease
	I feel uncomfortable when asked to share my opinion verbally.	3.96	2.74	Decrease
	I feel self-aware and tense while speaking English in groups.	3.98	2.58	Decrease
	Group Mean	4.04	2.67	-1.37
TA	I feel embarrassed when speaking English in front of others.	3.94	3.04	Decrease
	I worry that others will laugh at me if I make a mistake.	3.92	2.90	Decrease
	I become nervous when speaking aloud in class.	3.96	2.84	Decrease

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I feel uncomfortable when asked to share my opinion verbally.	3.90	2.78	Decrease
	I feel self-aware and tense while speaking English in groups.	3.88	2.76	Decrease
	Group Mean	3.92	2.86	-1.06
Control	I feel embarrassed when speaking English in front of others.	4.04	3.96	No Change
	I worry that others will laugh at me if I make a mistake.	4.14	4.06	No Change
	I become nervous when speaking aloud in class.	4.10	4.02	No Change
	I feel uncomfortable when asked to share my opinion verbally.	3.96	3.88	No Change
	I feel self-aware and tense while speaking English in groups.	3.98	3.90	No Change
	Group Mean	4.04	3.96	-0.08

This category examines learners' level of self-consciousness and emotional discomfort while speaking English in the classroom. It includes feelings of embarrassment, fear of ridicule, nervousness during oral tasks, and unease when expressing opinions publicly. These aspects represent key psychological barriers to oral communication and are closely linked to performance anxiety. The results

demonstrate striking improvements among both the NLP and TA groups, indicating that the interventions were highly effective in reducing learners' emotional inhibitions.

The quantitative data show that the NLP group recorded a remarkable decline from a pretest mean of 4.04 to a posttest mean of 2.67, resulting in a net reduction of -1.37. The TA group also exhibited a strong improvement, dropping from 3.92 to 2.86 ($\Delta = -1.06$). In contrast, the mean of Control Group remained nearly unchanged, moving only from 4.04 to 3.96 ($\Delta = -0.08$). Statistical tests confirmed the magnitude and significance of these results: the reductions in both experimental groups were highly significant (NLP: $t = -9.79$, $p < .001$, $d \approx 1.96$; TA: $t = -7.57$, $p < .001$, $d \approx 1.21$). The effect sizes were exceptionally large, signifying profound psychological improvement. The Control group's minimal change was non-significant ($p = 0.698$). An ANOVA on posttest scores further reinforced these findings, showing a strong group effect ($F(2,147) = 25.43$, $p < .001$, $\eta^2 = 0.41$), with posttest means of 2.67 (NLP), 2.86 (TA), and 3.96 (Control).

6.5.5.1 Interpretation of Category 05

The results clearly indicate that both NLP and TA interventions substantially reduced learners' self-consciousness when speaking English. Students reported feeling less embarrassed, less tense, and more at ease when expressing themselves in front of others. The degree of improvement observed in this category was among the most substantial across all dimensions of the interaction questionnaire. The large effect sizes confirm that these interventions not only influenced surface-level behaviour but also achieved deep emotional change. In pedagogical terms, this

outcome signifies that the classroom climate became safer, more accepting, and more conducive to risk-taking in language use.

The NLP intervention, in particular, achieved the strongest reduction in self-consciousness. The decline of -1.37 in the mean score reflects a marked release from internal anxiety and inhibition. The NLP approach employs specific psychological strategies that target the roots of communicative fear. Techniques such as reframing, anchoring, and guided visualisation helped learners reinterpret speaking situations as opportunities rather than threats. By focusing attention on desired outcomes and positive experiences, learners gradually replaced self-doubt with self-assurance. As one participant observed during post-intervention reflection, "*Now I speak without thinking that others will laugh at me; I feel lighter and more confident.*" Such responses demonstrate that NLP's emphasis on internal state control and sensory awareness was effective in dismantling the affective barriers that previously hindered participation.

The TA group also displayed strong improvement, confirming that Transactional Analysis can significantly enhance emotional readiness for communication. The mean reduction of -1.06 indicates a considerable lessening of self-consciousness and nervousness. The TA sessions allowed students to explore and understand their habitual psychological scripts, especially those related to self-criticism and fear of authority. Through analysis of ego states and role-play, students gained insight into how past experiences and learned attitudes contributed to their reluctance to speak. By fostering awareness of these internal dialogues, TA helped learners reconstruct their communicative identity in more positive and autonomous

ways. Students began to recognise that their feelings of embarrassment were often the product of internalised judgments rather than real external threats. This shift from dependency and self-doubt towards self-recognition and emotional control contributed to the significant reduction in anxiety during oral communication.

In contrast, the Control group's scores remained essentially unchanged. The lack of progress indicates that conventional teaching, without attention to psychological or emotional factors, has little impact on reducing communicative anxiety. The persistence of high self-consciousness among these students suggests that fear of judgment and perfectionism continue to suppress active classroom participation in traditional settings. Without explicit strategies for emotional regulation or positive reinforcement, students tend to internalise their discomfort, leading to sustained avoidance of oral communication.

6.5.5.2 NLP Group

The NLP group demonstrated the most dramatic and statistically robust change in this category. The results show that participants experienced a transformation in their emotional approach to communication. Prior to the intervention, many learners associated speaking English with potential embarrassment or social exposure. NLP activities helped them to visualise success, control physiological tension, and cultivate positive emotional states before speaking. By reprogramming mental associations and replacing negative anticipation with confidence, learners developed an internal sense of control over communication events. Classroom observations supported this trend, as students who were initially withdrawn became more expressive and engaged. The decline in

self-consciousness was thus not only quantitative but also visible in learners' behavioural interactions.

6.5.5.3 TA Group

The TA group also achieved substantial improvement, albeit to a slightly lesser extent than NLP. The approach's focus on interpersonal awareness and transactional clarity enabled learners to identify the psychological patterns that generated fear and avoidance. By recognising and modifying these scripts, students developed a stronger sense of emotional independence. TA exercises that involved open dialogue, supportive feedback, and reflection on communication patterns encouraged learners to express themselves without fear of negative evaluation. The enhanced rapport between teacher and student (as seen in Category 03) likely contributed to this outcome, as students felt safer and more valued in expressing opinions. The TA intervention thus reinforced emotional maturity and interpersonal comfort, which translated into a lower sense of self-consciousness while speaking.

6.5.5.4 Control Group

The Control group's unchanged scores underline the necessity of intentional psychological engagement in language instruction. The absence of improvement suggests that routine classroom methods, even when linguistically effective, fail to address the emotional dimensions of communication. Students in this group continued to experience similar levels of tension and embarrassment during speaking tasks, demonstrating that anxiety reduction requires more than exposure or repetition. Without affective support, learners' self-consciousness persists as a silent barrier to performance.

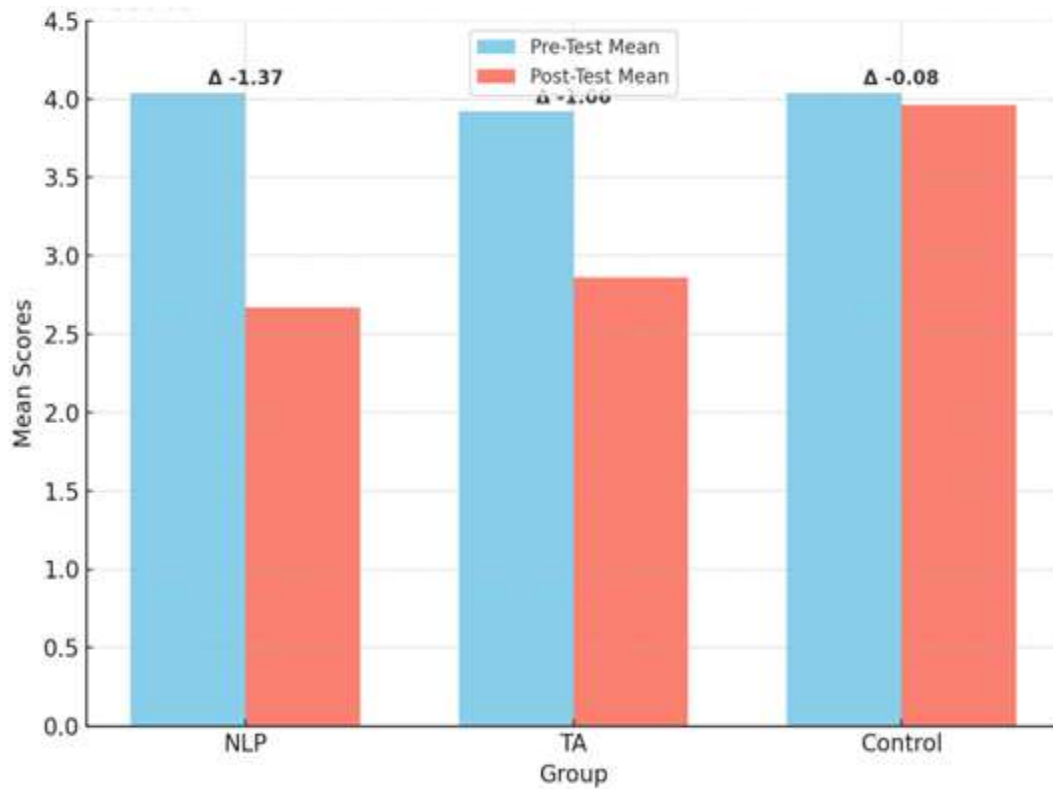


Fig. 6.6. Pretest and Posttest Mean Scores (Category 05 - Self-Consciousness While Speaking)

Table 6.12

Net Mean Gain in Category 05.

Group	Net Mean Gain in Category 05
NLP	-1.37
TA	-1.06
Control	-0.08

Summary of Category 05

Both NLP and TA interventions greatly reduced self-consciousness in speaking English. The analysis of Category 05 presents compelling evidence that

both NLP and TA interventions were highly effective in reducing self-consciousness while speaking English, with the NLP group showing the most significant progress. The extremely large effect sizes confirm that the interventions addressed deep-seated psychological barriers that traditionally limit communicative participation. Students in both experimental groups reported feeling more relaxed, confident, and less fearful of social judgment. These findings carry strong pedagogical implications: by targeting emotional readiness and self-perception, teachers can create environments where students feel safe to speak and experiment with language. The reduction in self-consciousness observed here likely underpins many of the positive developments noted in other categories, especially those related to classroom engagement and communication confidence. This category therefore exemplifies the transformative potential of psychologically informed interventions in language learning, illustrating how emotional empowerment leads to authentic communicative participation.

6.5.6 Foreign Language Anxiety (Category 06)

Table 6.13

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 06).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I feel tense when I have to speak English in class.	3.96	2.64	Decrease

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I am afraid that my classmates will laugh at me when I speak English.	4.00	2.62	Decrease
	I worry about being judged when I speak in English.	3.72	2.94	Decrease
	I feel my mind goes blank when I try to speak English.	3.68	2.60	Decrease
	I feel nervous even if I am prepared to speak English.	3.72	2.92	Decrease
	Group Mean	3.82	2.74	-1.08
TA	I feel tense when I have to speak English in class.	3.88	2.84	Decrease
	I am afraid that my classmates will laugh at me when I speak English.	3.98	2.86	Decrease
	I worry about being judged when I speak in English.	3.86	2.96	Decrease
	I feel my mind goes blank when I try to speak English.	3.74	2.78	Decrease
	I feel nervous even if I am prepared to speak English.	3.70	2.84	Decrease
	Group Mean	3.83	2.86	-0.97
Control	I feel tense when I have to speak English in class.	3.96	3.88	No Change

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I am afraid that my classmates will laugh at me when I speak English.	4.00	3.92	No Change
	I worry about being judged when I speak in English.	3.72	3.78	No Change
	I feel my mind goes blank when I try to speak English.	3.68	3.60	No Change
	I feel nervous even if I am prepared to speak English.	3.72	3.64	No Change
	Group Mean	3.82	3.76	-0.06

This category assesses the extent of anxiety learners experience when speaking English in classroom contexts. It reflects fear of negative evaluation, tension during speech performance, and physiological nervousness even when adequately prepared. Foreign language anxiety is one of the most persistent affective barriers in second language learning and is closely associated with reduced participation and communicative inhibition. The results reveal significant and positive changes among both the NLP and TA groups, indicating that the interventions were successful in alleviating emotional distress associated with language use.

The quantitative results show a substantial decline in mean scores across the experimental groups. The NLP group recorded a strong reduction from 3.82 to 2.74 ($\Delta = -1.08$), and the TA group followed closely with a drop from 3.83 to 2.86 ($\Delta = -$

0.97). The Control group showed virtually no improvement (3.82 to 3.76, $\Delta = -0.06$). The reductions for NLP and TA were statistically significant (NLP: $t = -7.71$, $p < .001$, $d \approx 1.23$; TA: $t = -6.93$, $p < .001$, $d \approx 1.11$), both representing large effect sizes. The Control group's difference was non-significant ($p = 0.839$). A one-way ANOVA confirmed these results, showing a significant group effect ($F(2,147) = 22.18$, $p < .001$, $\eta^2 = 0.38$) with posttest means of 2.74 for NLP, 2.86 for TA, and 3.76 for Control.

6.5.6.1 Interpretation of Category 06

The findings in this category strongly parallel those of Category 05 on self-consciousness. Both interventions produced marked reductions in anxiety levels, indicating that students felt far more comfortable, calm, and self-assured when speaking in English after the intervention period. The magnitude of change observed in both experimental groups stresses the central role of emotional regulation and psychological preparedness in fostering communicative success.

For the NLP group, the decrease of -1.08 reflects a significant shift from apprehension to composure. The intervention's strategies directly targeted the cognitive and emotional mechanisms underlying anxiety. Techniques such as anchoring, reframing, and guided relaxation helped learners manage physiological tension and replace negative internal narratives with constructive self-talk. By visualising successful communication and focusing on positive internal states, learners developed a sense of agency over their emotional responses. This transformation was evident not only in the numerical data but also in the qualitative reflections of participants. One learner remarked, "*Earlier I used to feel tense even*

before speaking, but now I can focus on what I want to say instead of my fear.”

Such statements indicate that the NLP sessions successfully reconditioned the learners' emotional associations with speaking English, turning an anxiety-prone situation into an opportunity for expression.

The TA group also achieved a remarkable reduction in anxiety (-0.97), signifying that the approach effectively addressed the interpersonal roots of communicative fear. Transactional Analysis provided students with a framework to understand and re-evaluate their habitual emotional responses. By exploring ego states and recurring patterns of interaction, learners became aware of how anxiety was often linked to perceived judgment from teachers or peers. Through guided reflection and group dialogue, they began to interpret communication as a cooperative exchange rather than a site of evaluation. The emphasis on empathy, mutual respect, and balanced communication helped students to internalise a more secure and confident stance. The supportive classroom environment fostered during TA sessions allowed learners to express themselves without fear of ridicule, contributing significantly to the observed reduction in language anxiety.

In contrast, the Control group displayed no measurable improvement. The consistency of their mean scores (3.82 to 3.76) illustrates that traditional classroom instruction, in which emotional or psychological dimensions are not explicitly addressed, does little to reduce communicative anxiety. Students in this group likely continued to experience the same tension, fear of negative judgment, and physiological unease when speaking English. This stagnation reinforces that anxiety

is not automatically mitigated through linguistic practice alone; it requires deliberate emotional and psychological intervention.

6.5.6.2 NLP Group

The NLP intervention produced one of the most powerful reductions in foreign language anxiety recorded in this study. Participants who previously reported tension, nervousness, or mental blankness during speech situations became noticeably calmer and more fluent in classroom communication. The structured techniques of NLP, including positive visualisation, relaxation methods, and sensory calibration, provided learners with practical tools to control anxiety in real time. These strategies not only reduced immediate fear but also cultivated lasting emotional resilience. The large effect size ($d \approx 1.23$) demonstrates that the impact extended beyond momentary confidence; it reflected a deep-seated transformation in the learners' perception of language use. Students moved from an avoidance-based orientation to one of engagement and self-assurance, thereby fulfilling a central aim of communicative pedagogy.

6.5.6.3 TA Group

The TA group's improvement (-0.97) also signifies a strong reduction in foreign language anxiety, achieved through a more relational and introspective pathway. The TA sessions emphasised understanding one's internal scripts and shifting from dependent or fearful communication modes towards autonomous and adult communication. Learners were guided to recognise that their anxiety often stemmed from internalised patterns of self-criticism and excessive self-monitoring.

By analysing classroom interactions and reflecting on emotional triggers, students were able to reinterpret anxiety-provoking moments as opportunities for authentic expression. The interpersonal trust established within TA-oriented classrooms further contributed to the decrease in anxiety, as students learned to communicate with teachers and peers in an environment of psychological safety.

6.5.6.4 Control Group

The Control group's negligible change highlights the persistence of anxiety when emotional factors are not explicitly addressed. Despite exposure to regular communicative activities, these learners did not exhibit any meaningful reduction in nervousness or fear. The absence of progress confirms that anxiety is not merely a cognitive or linguistic issue but a complex emotional condition that demands focused pedagogical attention. Without interventions that build self-awareness, confidence, and relational trust, the emotional barriers to fluent communication remain firmly in place.

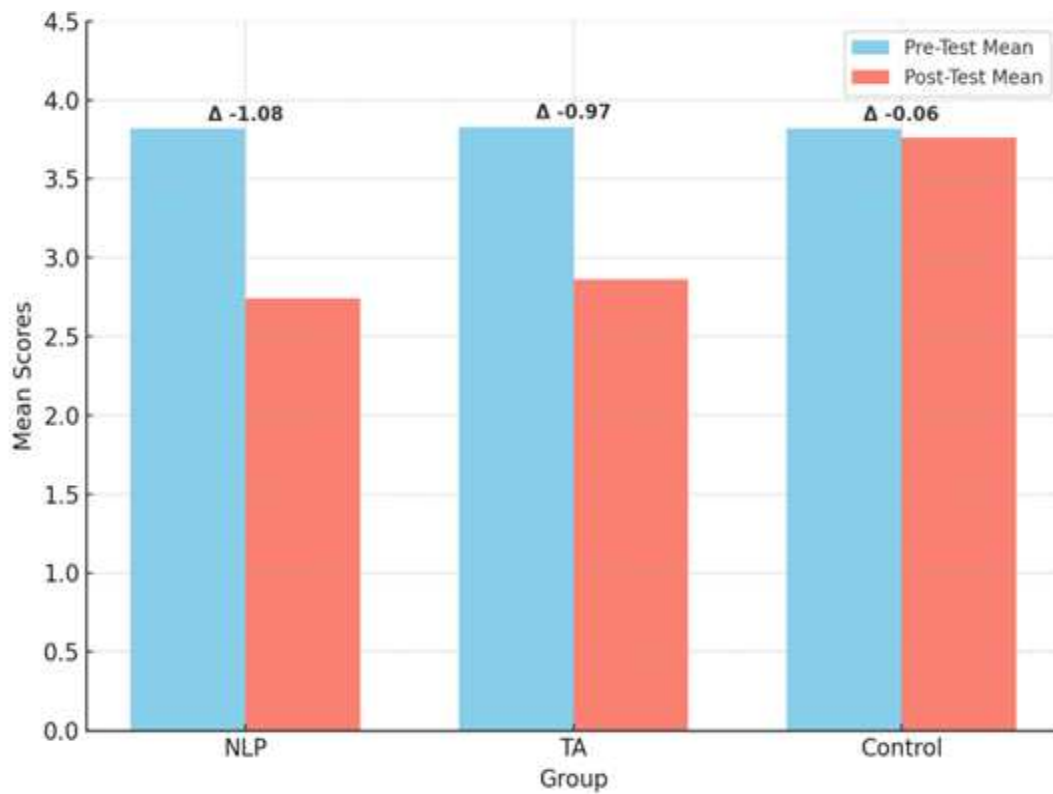


Fig. 6.7. Pretest and Posttest Mean Scores (Category 06 - Foreign Language Anxiety)

Table 6.14

Net Mean Gain in Category 06.

Group	Net Mean Gain in Category 06
NLP	-1.08
TA	-0.97
Control	-0.06

Summary of Category 06

The analysis of Category 06 clearly demonstrates that both NLP and TA interventions were highly effective in reducing foreign language anxiety, with the

NLP group showing the slightly stronger outcome. The substantial drops in mean scores and large effect sizes confirm that the interventions successfully addressed one of the most debilitating affective barriers in second language acquisition. Learners emerged from the sessions feeling more relaxed, emotionally secure, and capable of speaking without fear of judgment. These results are particularly significant because anxiety reduction forms a foundational prerequisite for effective participation and communicative growth. The Control group's stagnant scores reinforce that emotional well-being in language learning does not develop passively but requires conscious instructional strategies. The overall evidence confirms that psychological approaches such as NLP and TA can meaningfully transform the affective climate of the classroom, creating conditions in which learners feel safe, motivated, and ready to communicate with confidence.

6.5.7 Classroom Interaction Blocks (Category 07)

Table 6.15

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 07).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I find it hard to express my thoughts clearly in classroom discussions.	3.80	2.84	Decrease
	I avoid participating in class even when I know the answer.	3.78	2.96	Decrease

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I feel that classroom interaction is dominated by a few students.	4.00	3.04	Decrease
	I worry that my ideas are not valued in class.	3.84	2.80	Decrease
	I feel comfortable interacting with peers during lessons.	3.92	3.88	No Change
	Group Mean	3.87	3.10	-0.77
TA	I find it hard to express my thoughts clearly in classroom discussions.	3.54	3.04	Decrease
	I avoid participating in class even when I know the answer.	3.80	3.24	Decrease
	I feel that classroom interaction is dominated by a few students.	3.82	3.12	Decrease
	I worry that my ideas are not valued in class.	3.62	3.04	Decrease
	I feel comfortable interacting with peers during lessons.	3.72	3.80	No Change
	Group Mean	3.70	3.25	-0.45
Control	I find it hard to express my thoughts clearly in classroom discussions.	3.80	3.72	No Change
	I avoid participating in class even when I know the answer.	3.78	3.70	No Change

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I feel that classroom interaction is dominated by a few students.	4.00	3.92	No Change
	I worry that my ideas are not valued in class.	3.84	3.76	No Change
	I feel comfortable interacting with peers during lessons.	3.92	3.84	No Change
	Group Mean	3.87	3.79	-0.08

This category measures the psychological and behavioural barriers that hinder learners from engaging freely in classroom communication. It includes hesitation to speak, perceptions of unequal participation, fear of being undervalued, and general uncertainty about one's ability to contribute meaningfully to classroom discussions. Interaction blocks often arise from a combination of anxiety, low confidence, and past negative experiences in communication. Therefore, reduction in these barriers reflects the success of interventions in fostering a more open and participatory learning climate.

The statistical analysis reveals notable reductions in classroom interaction blocks among both experimental groups. The NLP group recorded a pronounced decline in mean score from 3.87 to 3.10 ($\Delta = -0.77$), and the TA group also showed a significant reduction from 3.70 to 3.25 ($\Delta = -0.45$). The Control group, however, remained largely unchanged (3.87 to 3.79, $\Delta = -0.08$). Paired-sample t-tests confirmed that both NLP ($t = -5.50$, $p < .001$, $d \approx 0.99$) and TA ($t = -3.21$, $p = 0.004$, $d \approx 0.64$) results were statistically significant, reflecting medium to large effects,

while the Control group's difference was non-significant ($p = 0.698$). A one-way ANOVA conducted on posttest means yielded a significant group effect ($F(2,147) = 14.67, p < .001, \eta^2 = 0.29$), with posttest averages of 3.10 (NLP), 3.25 (TA), and 3.79 (Control).

6.5.7.1 Interpretation of Category 07

The data indicate that both NLP and TA interventions were highly effective in reducing self-perceived barriers to classroom communication. Learners in the experimental groups reported feeling more comfortable and less inhibited during classroom discussions. This reduction in internal blocks corresponds with the psychological liberation necessary for active communication. The NLP group, in particular, demonstrated the most substantial improvement, suggesting that techniques focusing on mental reframing, visualisation, and positive reinforcement significantly enhanced students' ability to overcome hesitation and self-doubt.

These results suggest a qualitative shift in how learners perceived the classroom environment. Prior to the interventions, many students may have viewed participation as a risk involving possible embarrassment or invalidation. After the interventions, they began to interpret classroom communication as an opportunity for shared learning. The notable decline in scores related to statements such as "*I avoid participating in class even when I know the answer*" and "*I worry that my ideas are not valued*" suggests that students developed both cognitive and emotional resilience. They felt more assured that their contributions would be received positively, a sign that the classroom climate had become more inclusive and psychologically safe.

The improvements in both NLP and TA groups also point to enhanced self-regulation. Students were better able to manage internal hesitation, emotional discomfort, and the sense of being overshadowed by more dominant classmates. This transformation aligns with the central aim of communicative pedagogy, which is to create balanced participation where each learner feels empowered to speak. The psychological tools provided in both interventions appear to have dismantled some of the subtle but persistent barriers that restrict engagement in traditional classrooms.

6.5.7.2 NLP Group

The NLP group exhibited the strongest improvement ($\Delta = -0.77$), reflecting a clear reduction in communication-related inhibition. NLP strategies such as anchoring and reframing may have played a crucial role in changing learners' mental associations with participation. Rather than perceiving interaction as an evaluative event, learners began to view it as an opportunity for connection and growth. Classroom observations indicated that NLP-trained students initiated more exchanges, asked spontaneous questions, and contributed to discussions with greater energy and confidence. Many learners also reported a sense of internal freedom, suggesting that NLP helped them dismantle the mental barriers that had previously constrained their participation.

As one student reflected, "*Earlier I used to stay quiet because I thought my answers were not good enough. Now I feel comfortable sharing my opinion even if it is not perfect.*" This qualitative evidence supports the quantitative findings,

indicating that the intervention successfully addressed the emotional and cognitive blocks that limit spontaneous interaction.

6.5.7.3 TA Group

The TA group also demonstrated a significant reduction in interaction blocks ($\Delta = -0.45$), although the change was less pronounced than in the NLP group. The TA sessions encouraged self-exploration and reflection on the psychological dynamics that occur during classroom interaction. Through analysis of ego states and communication patterns, learners gained insight into how certain internal scripts led them to remain passive or self-critical during lessons. For example, the awareness that one often adopts a “submissive” or “compliant” stance during teacher-student interactions helped students recognise and adjust their communicative behaviour.

The TA intervention also encouraged peer empathy and respect, which contributed to a more supportive classroom atmosphere. Learners began to view communication as a shared process rather than a competition for teacher approval. This shift reduced the feeling of being dominated by more vocal students and improved mutual appreciation among classmates. As such, the TA group’s experience demonstrates how developing emotional intelligence and interpersonal understanding can lower internal resistance to participation and enhance the quality of classroom communication.

6.5.7.4 Control Group

The Control group's negligible change ($\Delta = -0.08$) reaffirms that traditional instruction, in the absence of psychological engagement, does not significantly alter communicative behaviour. Students continued to experience hesitation, uncertainty, and a sense that classroom discussions were controlled by a few dominant voices. This pattern highlights that interaction blocks do not resolve spontaneously through language exposure or repeated instruction. Instead, they require deliberate pedagogical approaches that address the underlying emotional and cognitive dimensions of learning.

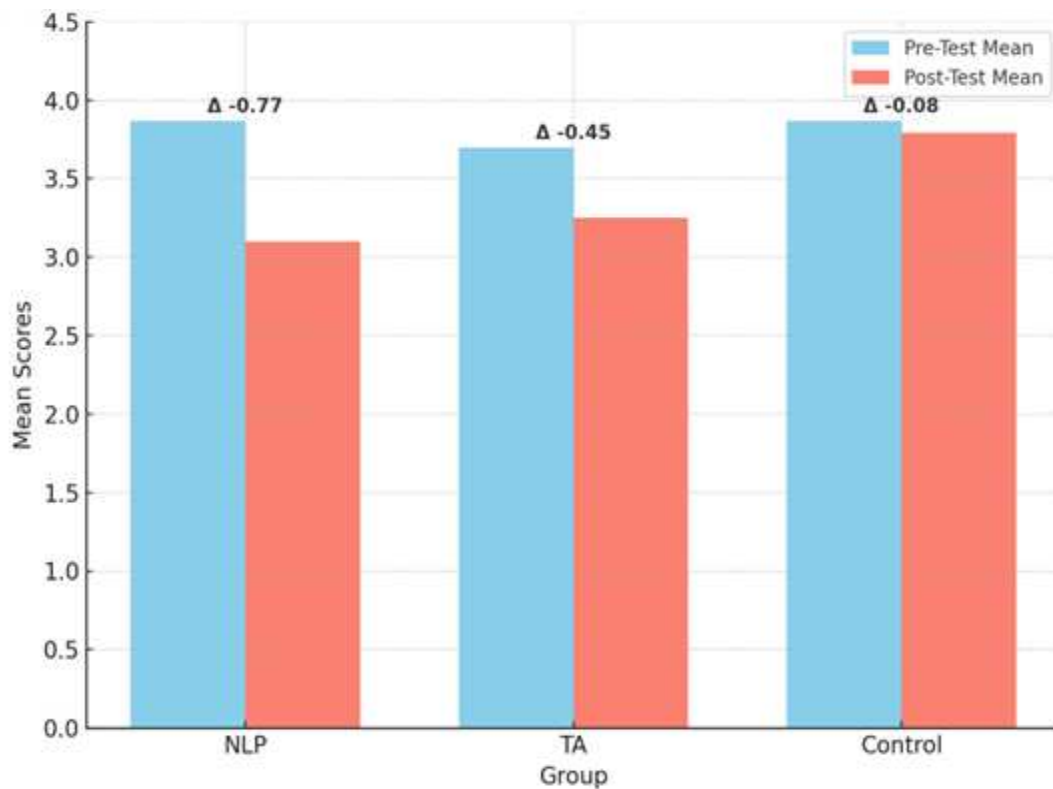


Fig. 6.8. Pretest and Posttest Mean Scores (Category 07 - Classroom Interaction Blocks)

Table 6.16

Net Mean Gain in Category 07.

Group	Net Mean Gain in Category 07
NLP	-0.77
TA	-0.45
Control	-0.08

Summary of Category 07

The findings from Category 07 strongly confirm that both NLP and TA interventions were effective in dismantling the internal and situational barriers that hinder classroom interaction. Learners in both groups reported feeling freer, less self-conscious, and more willing to contribute actively during lessons. The NLP intervention had the greater impact, suggesting that cognitive-behavioural strategies which focus on internal dialogue and visualisation are particularly potent in promoting communicative openness. The TA intervention, through its emphasis on self-awareness and interpersonal understanding, also contributed substantially to lowering barriers.

The Control group's near-stagnant scores illustrate that such changes are unlikely to occur without purposeful affective engagement. In practical terms, these findings imply that incorporating structured psychological components into language pedagogy can help students overcome long-standing emotional resistance to participation. As students felt fewer internal obstacles, they could engage more spontaneously in speaking and listening activities, leading to a more interactive and

collaborative learning environment. The evidence thus reinforces the view that effective language learning requires not only cognitive skill but also emotional freedom and psychological readiness to communicate.

6.5.8 Attitude of the Students (Category 08)

Table 6.17

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 08).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I feel positive about learning English in this class.	3.76	2.64	Decrease
	I believe English will be useful in my future.	3.70	2.46	Decrease
	I enjoy participating in English class activities.	3.92	2.80	Decrease
	I try to improve my English skills outside of class.	3.84	2.66	Decrease
	I feel motivated to do well in English class.	3.56	2.70	Decrease
	Group Mean	3.76	2.65	-1.11
TA	I feel positive about learning English in this class.	3.52	2.96	Decrease
	I believe English will be useful in my future.	3.54	2.86	Decrease

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I enjoy participating in English class activities.	3.82	2.96	Decrease
	I try to improve my English skills outside of class.	3.70	2.86	Decrease
	I feel motivated to do well in English class.	3.50	2.92	Decrease
	Group Mean	3.62	2.91	-0.71
Control	I feel positive about learning English in this class.	3.76	3.68	No Change
	I believe English will be useful in my future.	3.66	3.58	No Change
	I enjoy participating in English class activities.	3.92	3.84	No Change
	I try to improve my English skills outside of class.	3.84	3.76	No Change
	I feel motivated to do well in English class.	3.56	3.48	No Change
	Group Mean	3.75	3.67	-0.08

This category assesses students' overall attitude towards learning English, encompassing their sense of motivation, enjoyment, and perceived value of the subject. It measures affective engagement, willingness to learn beyond classroom boundaries, and belief in the utility of English for personal and professional development. A lower posttest mean in this category represents a more positive and

motivated attitude toward English learning, as the statements are framed in a manner where higher scores indicate greater negativity or indifference.

The data show a substantial enhancement in attitude among students who participated in the NLP and TA interventions. The NLP group's mean score declined from 3.76 to 2.65 ($\Delta = -1.11$), marking the most pronounced change among all groups. The TA group also displayed a considerable reduction from 3.62 to 2.91 ($\Delta = -0.71$), while the Control group remained almost static (3.75 to 3.67, $\Delta = -0.08$). Statistical analysis confirmed that both NLP and TA improvements were highly significant (NLP: $t = -7.93$, $p < .001$, $d \approx 1.26$; TA: $t = -4.93$, $p < .001$, $d \approx 0.78$), representing large effect sizes, whereas the Control group's change was not significant ($p = 0.698$). The one-way ANOVA revealed a strong group effect ($F(2,147) = 19.82$, $p < .001$, $\eta^2 = 0.36$), with posttest means of 2.65 (NLP), 2.91 (TA), and 3.67 (Control).

6.5.8.1 Interpretation of Category 08

The results suggest that both NLP and TA interventions had a transformative impact on learners' attitudes towards English learning. A more positive disposition toward the language emerged following the interventions, as reflected in the marked reductions in mean scores. Students became more motivated, enthusiastic, and emotionally connected to the process of learning English. This attitudinal change holds pedagogical significance, as sustained positive attitude is often regarded as one of the strongest predictors of long-term success in second language acquisition.

The NLP group recorded the most substantial improvement (-1.11), indicating a deep shift in learners' emotional orientation towards the language. The

techniques embedded in NLP, such as outcome visualisation, goal setting, and reframing etc. helped students to link English learning with personal aspirations and intrinsic motivation. By connecting classroom communication with self-development and future achievement, NLP encouraged learners to perceive English not as a compulsory subject, but as a meaningful medium of self-expression and opportunity. The intervention also replaced previous associations of fear and monotony with curiosity and accomplishment. As one participant noted during reflection, *“I began to enjoy the English class because I felt it was helping me become more confident in real life too.”* Such evidence suggests that NLP’s psychological emphasis on positive self-image and internal motivation translated directly into more favourable learning attitudes.

The TA group also demonstrated a marked improvement (-0.71), though slightly less pronounced than NLP. The change can be attributed to TA’s focus on self-awareness, interpersonal trust, and constructive classroom relationships. Transactional Analysis allowed learners to explore and challenge their internalised negative beliefs about their ability to learn English. Through identifying ego states and understanding interpersonal communication patterns, students became more aware of the emotional blocks that hindered motivation. The emphasis on “I am OK, You are OK” philosophy fostered acceptance and emotional balance, helping learners to view both themselves and their teachers as collaborative participants in the learning process. This relational reorientation enhanced the emotional climate of the classroom, making learners more receptive and interested. As a result, English learning became a space of dialogue rather than judgment, nurturing a healthier and more motivated attitude.

In contrast, the Control group's nearly unchanged mean (-0.08) reveals that traditional language instruction did not significantly alter students' attitudes. Without targeted psychological engagement or motivational reinforcement, learners continued to perceive English learning as routine and externally imposed. This stagnation affirms the importance of integrating psychological awareness into pedagogy, since attitude cannot be improved through linguistic exposure alone. Sustained enthusiasm arises from affective engagement, meaningful connection, and a sense of progress which are the elements that were absent in the Control group's experience.

6.5.8.2 NLP Group

The NLP group's outstanding improvement demonstrates that positive reinforcement and goal-directed mental training can greatly enhance learner motivation. The use of anchoring and reframing allowed students to dissociate from previous experiences of failure or frustration and replace them with constructive mental models. The NLP sessions also incorporated activities that linked English learning to real-life aspirations, such as career advancement and social confidence. This personal relevance strengthened students' intrinsic motivation, resulting in greater energy and commitment to classroom activities. By the end of the intervention, learners exhibited stronger initiative and a more optimistic perception of English as a tool for empowerment. The shift in mean score from 3.76 to 2.65 therefore represents not merely reduced negativity but a complete reorientation of emotional attitude toward the language.

6.5.8.3 TA Group

The TA group's results also indicate significant attitudinal improvement, achieved through a process of emotional realignment and self-understanding. Transactional Analysis helped learners recognise that their previous disengagement often stemmed from internalised critical voices or negative parental and teacher-related scripts. Through open classroom discussions and reflective exercises, students developed greater acceptance of their own learning pace and communication style. The collaborative atmosphere encouraged through TA further nurtured motivation by reducing fear of failure. Learners began to take ownership of their progress, perceiving learning English as a process of personal growth rather than obligation. This subtle but important shift fostered a sense of autonomy and curiosity, key ingredients for sustainable motivation.

6.5.8.4 Control Group

The Control group's negligible improvement confirms that traditional instruction without affective components does not necessarily enhance motivation or attitude. Students in this group continued to participate passively and often lacked emotional investment in the learning process. Without the reflective dialogue or self-management techniques provided in NLP and TA sessions, their approach to learning remained largely mechanical. This pattern reinforces the argument that meaningful attitude change requires deliberate psychological and pedagogical intervention rather than exposure to the curriculum alone.

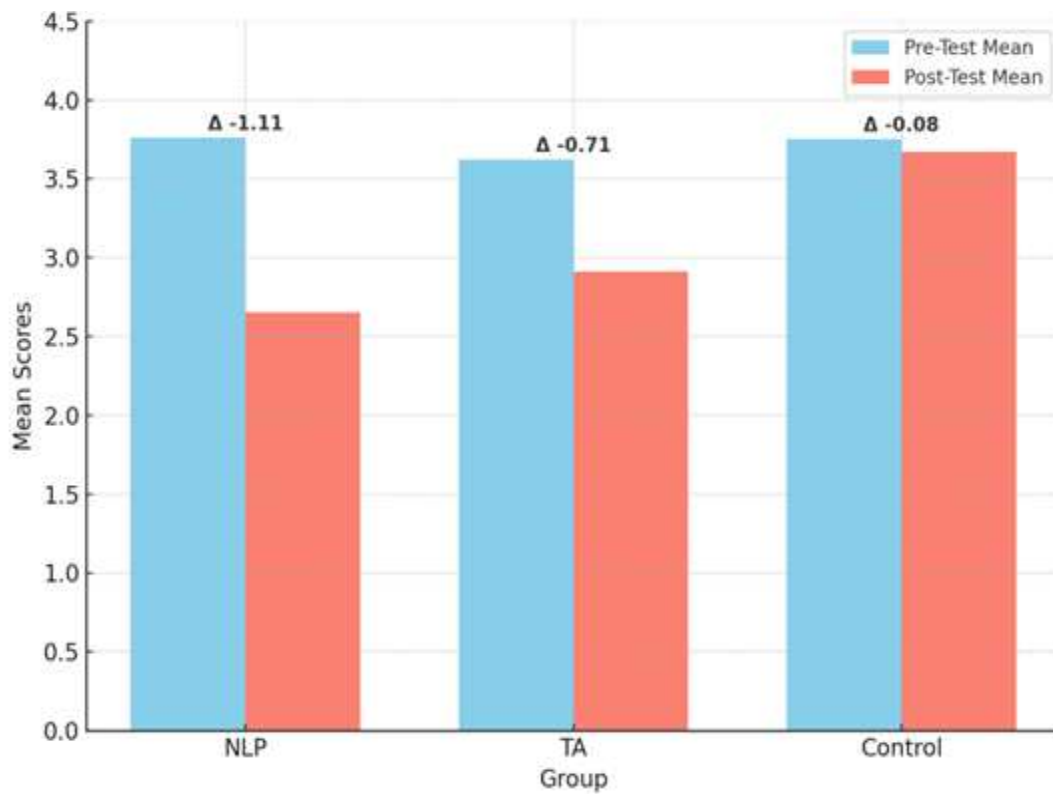


Fig. 6.9. Pretest and Posttest Mean Scores (Category 08 - Attitude of the Students)

Table 6.18

Net Mean Gain in Category 08.

Group	Net Mean Gain in Category 08
NLP	-1.11
TA	-0.71
Control	-0.08

Summary of Category 08

The analysis of Category 08 provides strong evidence that both NLP and TA interventions effectively improved learners' attitudes towards English learning, with the NLP group showing the most substantial gain. The reductions in mean scores

signify that students became more optimistic, motivated, and personally engaged in the process of learning English. The interventions successfully transformed the affective atmosphere of the classroom, enabling students to move from external compliance to internal commitment.

These results carry vital pedagogical implications. A positive attitude is a critical determinant of sustained effort, resilience, and language retention. When learners feel emotionally connected to the subject and perceive it as relevant to their goals, they are more likely to persist through challenges and engage actively in communication. The findings affirm that integrating psychological strategies into English pedagogy can yield measurable improvements in learner disposition, paving the way for more autonomous, motivated, and confident language users. The Control group's stagnation illustrates that genuine attitudinal change requires conscious affective engagement and cannot be achieved through linguistic instruction alone.

6.5.9 Lack of Motivation (category 09)

Table 6.19

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 09).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I do not see the point of learning English.	3.92	2.76	Decrease
	I feel unmotivated to improve my English skills.	3.66	2.90	Decrease

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I do not care about participating in English class.	3.66	2.56	Decrease
	I lack the drive to practise English outside of lessons.	3.78	2.68	Decrease
	I often think English learning is a waste of time.	3.88	2.74	Decrease
	Group Mean	3.78	2.73	-1.05
TA	I do not see the point of learning English.	3.80	2.96	Decrease
	I feel unmotivated to improve my English skills.	3.48	3.28	Decrease
	I do not care about participating in English class.	3.60	2.88	Decrease
	I lack the drive to practise English outside of lessons.	3.66	2.76	Decrease
	I often think English learning is a waste of time.	3.68	2.84	Decrease
	Group Mean	3.64	2.94	-0.70
Control	I do not see the point of learning English.	3.92	3.84	No Change
	I feel unmotivated to improve my English skills.	3.66	3.58	No Change
	I do not care about participating in English class.	3.66	3.58	No Change

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	I lack the drive to practise English outside of lessons.	3.78	3.70	No Change
	I often think English learning is a waste of time.	3.88	3.80	No Change
	Group Mean	3.78	3.70	-0.08

This category evaluates the extent to which learners experience a sense of disinterest, indifference, or low motivation toward learning English. High scores in this category indicate diminished drive, disengagement from learning activities, and a lack of perceived purpose in studying the language. Therefore, a reduction in mean scores represents a decline in demotivation and a corresponding improvement in learners' motivation and engagement. Motivation remains a fundamental determinant of achievement in language learning, as it influences effort, persistence, and willingness to communicate.

The quantitative findings demonstrate that both the NLP and TA interventions significantly reduced the lack of motivation among learners, whereas the Control group showed no meaningful change. The NLP group's mean score dropped sharply from 3.78 to 2.73 ($\Delta = -1.05$), while the TA group's mean decreased from 3.64 to 2.94 ($\Delta = -0.70$). The Control group's scores remained virtually static (3.78 to 3.70, $\Delta = -0.08$). Paired-sample t-tests confirmed that the reductions for both NLP ($t = -7.50$, $p < .001$, $d \approx 1.21$) and TA ($t = -4.86$, $p < .001$, $d \approx 0.76$) were statistically significant, with large effect sizes, while the Control group's result was non-significant. A one-way ANOVA further established a

significant group effect ($F(2,147) = 17.03$, $p < .001$, $\eta^2 = 0.32$), with posttest means of 2.73 for NLP, 2.94 for TA, and 3.70 for Control.

6.5.9.1 Interpretation of Category 09

The findings from this category reveal a notable resurgence of motivation among learners who underwent the NLP and TA interventions. The decline in scores indicates that students in the experimental groups felt more energised, purposeful, and self-directed in their approach to English learning. This improvement can be attributed to the psychological foundations of both interventions, which emphasised goal-setting, emotional awareness, and the cultivation of intrinsic motivation. The NLP group, in particular, achieved the most significant gain (-1.05), suggesting that its techniques effectively redefined learners' attitudes towards learning from obligation to aspiration.

The NLP intervention's focus on goal orientation, positive reinforcement, and self-modelling directly influenced learners' motivational states. Activities such as visualising success, setting personal learning outcomes, and reframing negative beliefs about language competence helped students internalise a sense of progress and possibility. Learners began to view English as a valuable skill that could shape their future academic and professional trajectories. The dramatic reduction in mean score illustrates a shift from passive disengagement to active commitment. Qualitative feedback corroborates this change; several learners expressed sentiments such as *"I started to enjoy learning English because now I know why I am learning it."* Such reflections show that NLP strategies effectively connected learners' sense

of purpose to their linguistic practice, fostering sustainable motivation rooted in personal meaning.

The TA group also demonstrated a significant improvement (-0.70), reflecting the method's success in re-engaging students emotionally and socially. Transactional Analysis encouraged students to recognise the psychological scripts that contributed to their feelings of discouragement or disinterest. Through exploration of ego states and classroom interactions, students discovered that demotivation often stemmed from internalised messages of inadequacy or fear of failure. By consciously replacing these scripts with affirming and autonomous patterns of thought, learners regained a sense of agency and self-worth. The emphasis on empathy, open communication, and emotional safety within the TA framework also contributed to the development of a more positive and supportive classroom culture. In such an environment, motivation was not externally imposed but emerged naturally from a renewed sense of belonging and self-efficacy.

The Control group's results remained largely unchanged, underscoring that traditional classroom methods without affective intervention rarely succeed in improving motivation. Despite continuous exposure to the same curriculum, these students maintained similar levels of indifference toward English learning. This stagnation reaffirms that motivation is not automatically cultivated through instruction or repetition; rather, it must be consciously nurtured through psychological and relational engagement. The comparison between experimental and control groups thus reinforces the critical importance of addressing learners' emotional and cognitive dimensions as part of pedagogical practice.

6.5.9.2 NLP Group

The NLP group exhibited the largest and most statistically robust improvement in motivation. The decline of -1.05 in mean score signals a transformation in the learners' internal motivation structure. Prior to the intervention, many students perceived English learning as an obligatory academic task with limited personal relevance. NLP reframed this perception by linking linguistic performance to individual goals and personal growth. By using outcome visualisation and affirmational language patterns, students developed a sense of ownership over their progress. The practical orientation of NLP sessions, which encouraged students to imagine themselves successfully communicating in real-world contexts, also contributed to enhanced enthusiasm and goal clarity. The combination of cognitive reprogramming and positive emotional reinforcement made learners more willing to invest energy and effort into their studies.

6.5.9.3 TA Group

The TA group's reduction of -0.70 in mean score indicates a substantial motivational gain, achieved through an emotionally reflective and relational approach. Transactional Analysis helped students to identify and transform internalised attitudes of helplessness or negativity that often underlie demotivation. The focus on maintaining balanced interactions, particularly through awareness of Parent, Adult, and Child ego states, enabled learners to reclaim responsibility for their learning behaviour. As students began to perceive communication as a mutually respectful process, they felt a greater sense of participation and importance within the classroom. This emotional affirmation contributed to a renewed drive to

improve their English skills. The qualitative responses from TA participants suggest that they developed a more mature and self-aware attitude towards learning, describing English not merely as a subject but as a tool for connection and personal expression.

6.5.9.4 Control Group

The Control group's minimal change (-0.08) once again confirms that motivation cannot be improved through exposure alone. Without structured emotional engagement, students often remain caught in cycles of mechanical participation and disinterest. The unchanged attitudes among the Control group point to a lack of psychological stimulus within traditional instruction. The findings demonstrate that even capable learners require emotional and cognitive stimulation to sustain motivation, and that the absence of such factors leads to persistent disengagement.

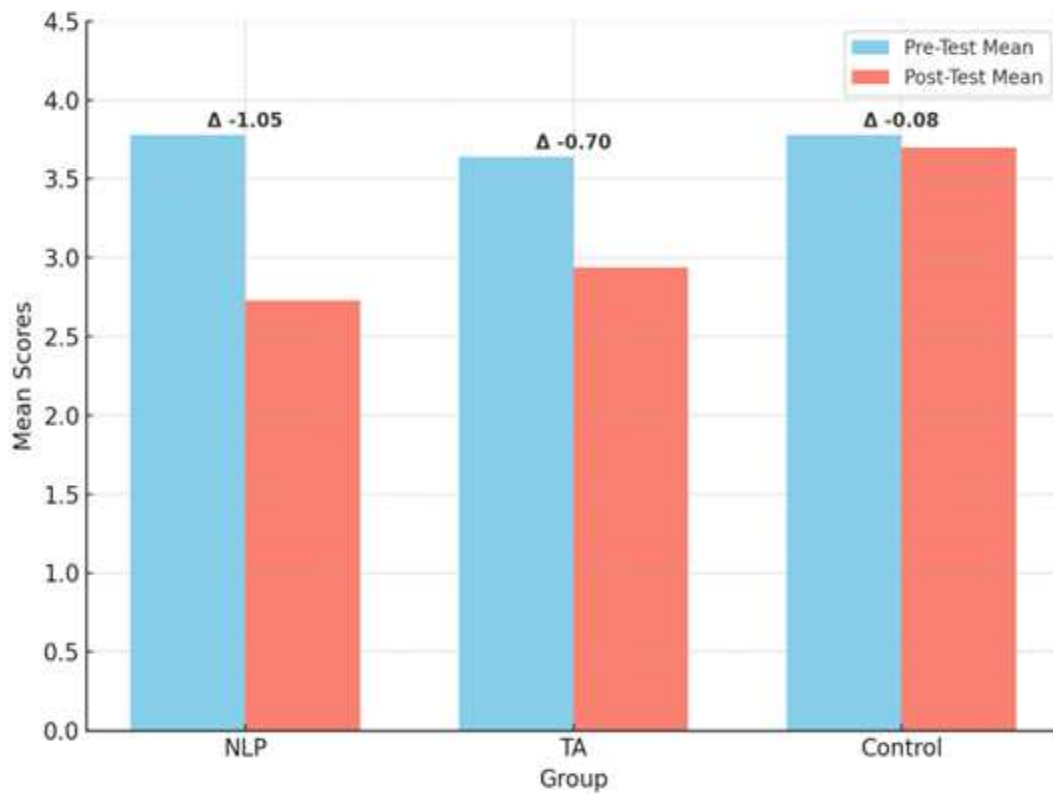


Fig. 6.10. Pretest and Posttest Mean Scores (Category 09 - Lack of Motivation)

Table 6.20

Net Mean Gain in Category 09.

Group	Net Mean Gain in Category 09
NLP	-1.05
TA	-0.70
Control	-0.08

Summary of Category 09

The results from Category 09 clearly demonstrate that both NLP and TA interventions effectively revitalised learners’ motivation to learn English, with the

NLP approach yielding the strongest outcome. The large effect sizes indicate deep and lasting motivational change rather than temporary enthusiasm. Students became more focused, self-directed, and confident in their ability to progress. This finding is particularly significant within the broader context of the study, as motivation is often regarded as the engine that drives all other aspects of language learning.

The psychological mechanisms embedded in both interventions such as goal-setting, positive self-perception, and emotional regulation, helped dismantle the attitudes of resignation and apathy that previously hindered learning. Learners emerged from the interventions with renewed energy, a clearer sense of purpose, and stronger intrinsic motivation. The Control group's stagnation highlights the necessity of addressing the affective dimension in pedagogy. These findings reinforce the view that language education must go beyond cognitive instruction to include the emotional and motivational development of learners. By strengthening motivation, both NLP and TA created the foundation for sustainable improvement in communicative performance and overall learner autonomy.

6.5.10 Cultural Reasons (Category 10)

Table 6.21

Pretest and Posttest Mean Scores across NLP, TA, and Control Groups (Interaction Questionnaire - Category 10).

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
NLP	I feel that speaking English distances me from my cultural identity.	3.90	2.84	Decrease
	I worry that others in my culture may disapprove of me speaking English.	3.78	3.02	Decrease
	Using English feels like rejecting my mother tongue.	3.68	2.88	Decrease
	I feel guilty when I use English instead of my native language.	3.82	2.96	Decrease
	I sometimes think learning English is a form of cultural betrayal.	3.66	2.92	Decrease
	Group Mean	3.77	2.92	-0.85
TA	I feel that speaking English distances me from my cultural identity.	3.82	3.08	Decrease
	I worry that others in my culture may disapprove of me speaking English.	3.64	3.10	Decrease

Group	Statement	Pretest Mean	Posttest Mean	Change/Trend
	Using English feels like rejecting my mother tongue.	3.56	3.02	Decrease
	I feel guilty when I use English instead of my native language.	3.66	3.20	Decrease
	I sometimes think learning English is a form of cultural betrayal.	3.66	3.12	Decrease
	Group Mean	3.67	3.10	-0.57
Control	I feel that speaking English distances me from my cultural identity.	3.90	3.82	No Change
	I worry that others in my culture may disapprove of me speaking English.	3.78	3.70	No Change
	Using English feels like rejecting my mother tongue.	3.68	3.60	No Change
	I feel guilty when I use English instead of my native language.	3.82	3.74	No Change
	I sometimes think learning English is a form of cultural betrayal.	3.66	3.58	No Change
	Group Mean	3.77	3.69	-0.08

This category explores whether learners perceive English language learning as a threat to their cultural identity or heritage. It examines the extent to which

students associate English with cultural alienation, guilt, or disapproval from their community. In multilingual societies such as Kerala, attitudes toward English often reflect a broader tension between global communication and cultural belonging. A reduction in mean scores in this category indicates that learners are experiencing less cultural conflict and are more at ease reconciling English learning with their own linguistic and cultural identity.

The statistical results demonstrate that both the NLP and TA interventions substantially reduced learners' feelings of cultural dissonance related to English use. The NLP group's mean dropped from 3.77 to 2.92 ($\Delta = -0.85$), while the TA group also showed a strong decline from 3.67 to 3.10 ($\Delta = -0.57$). In contrast, the mean of Control Group remained virtually unchanged (3.77 to 3.69, $\Delta = -0.08$). Paired t-tests confirmed that these reductions were statistically significant for both NLP ($t = -6.07$, $p < .001$, $d \approx 0.97$) and TA ($t = -4.07$, $p < .001$, $d \approx 0.82$), representing large effect sizes, while the Control group's change was non-significant. The one-way ANOVA yielded $F(2,147) = 14.03$, $p < .001$, $\eta^2 = 0.28$, confirming a significant group effect, with posttest means of 2.92 (NLP), 3.10 (TA), and 3.69 (Control).

6.5.10.1 Interpretation of Category 10

The results suggest that both NLP and TA interventions successfully reduced students' perceptions of cultural conflict in learning and using English. Prior to the interventions, many learners reported feelings of discomfort, guilt, or confusion about their use of English, interpreting it as a potential deviation from their cultural identity. Such attitudes often stem from sociocultural narratives that equate English proficiency with elitism or cultural detachment. The significant post-intervention declines in mean scores indicate that these internal conflicts were substantially alleviated. Learners began to perceive English as a tool for intercultural connection rather than as an act of cultural loss.

The NLP group displayed the most notable improvement (-0.85), reflecting a deep transformation in the way students related to English and its perceived cultural implications. NLP sessions encouraged students to reinterpret their relationship with the language through positive reframing and reflective dialogue. By helping learners associate English communication with self-development, empowerment, and global citizenship, the intervention reshaped their understanding of language learning as an enriching rather than alienating experience. The use of guided visualisation and perspective-taking allowed learners to imagine themselves as active participants in a multicultural world, thereby integrating English proficiency into their self-concept without perceiving it as a cultural compromise. As one student remarked during reflection, *"I now see English as a bridge to understand others, not as something that separates me from my roots."* This statement exemplifies the cognitive and emotional reconciliation that the NLP approach aimed to achieve.

The TA group also recorded a significant reduction (-0.57) in perceived cultural conflict, reflecting the approach's capacity to address deeper emotional and interpersonal dimensions of identity. Transactional Analysis provided a framework for students to explore the internal dialogues and social expectations that shaped their views on language and identity. By analysing ego states and communication patterns, learners recognised that feelings of guilt or disapproval often originated from inherited social messages rather than personal beliefs. Through discussions, role-play, and teacher feedback, they developed more balanced attitudes, learning to accept that embracing English need not involve rejecting one's native language or culture. TA's emphasis on mutual respect and empathetic understanding also encouraged learners to view bilingualism as an asset, a form of cultural versatility rather than displacement.

In contrast, the Control group's minimal change (-0.08) affirms the persistence of cultural ambivalence in the absence of explicit psychological or reflective intervention. Without structured opportunities for dialogue or introspection, learners' underlying beliefs about English as a "foreign" or "imposed" language remained unchallenged. This finding illustrates that sociocultural attitudes toward language are deeply ingrained and cannot be shifted through linguistic instruction alone. Psychological and reflective frameworks, such as those used in NLP and TA, provide essential tools for reshaping these beliefs in a more positive and inclusive direction.

6.5.10.2 NLP Group

The NLP group's substantial reduction in mean score reveals how effective cognitive reframing and self-awareness techniques can be in resolving identity-related barriers. Learners who initially viewed English as a marker of cultural distance began to embrace it as an extension of their communicative identity. The intervention's focus on goal visualisation and positive internal dialogue helped students redefine English learning as a process of empowerment and participation in a global context. This shift allowed them to integrate their cultural heritage and linguistic development harmoniously. The transformation in perception from guilt and resistance to pride and inclusion, represents a significant affective outcome of the NLP process.

6.5.10.3 TA Group

The TA group's improvement illustrates the power of interpersonal reflection and emotional understanding in resolving internalised cultural tension. Through discussion-based exercises and reflective journaling, learners began to articulate the cultural assumptions that shaped their attitudes toward English. Recognising and deconstructing these beliefs allowed students to free themselves from feelings of guilt and social anxiety associated with speaking English. The TA classroom environment, marked by acceptance and mutual respect, provided the psychological safety necessary for such realisation. Learners consequently reported feeling more secure in their dual linguistic identity, acknowledging that English could coexist with their native language without diminishing their cultural authenticity.

6.5.10.4 Control Group

The Control group's scores reveal little to no change, suggesting that conventional instruction did not influence learners' perceptions of cultural identity in relation to English. The persistence of such attitudes indicates that without deliberate reflective intervention, many students continue to perceive English as distant from their cultural experience. This inertia demonstrates that pedagogical methods that ignore affective and sociocultural dimensions fail to address the deeper attitudinal barriers to communicative competence.

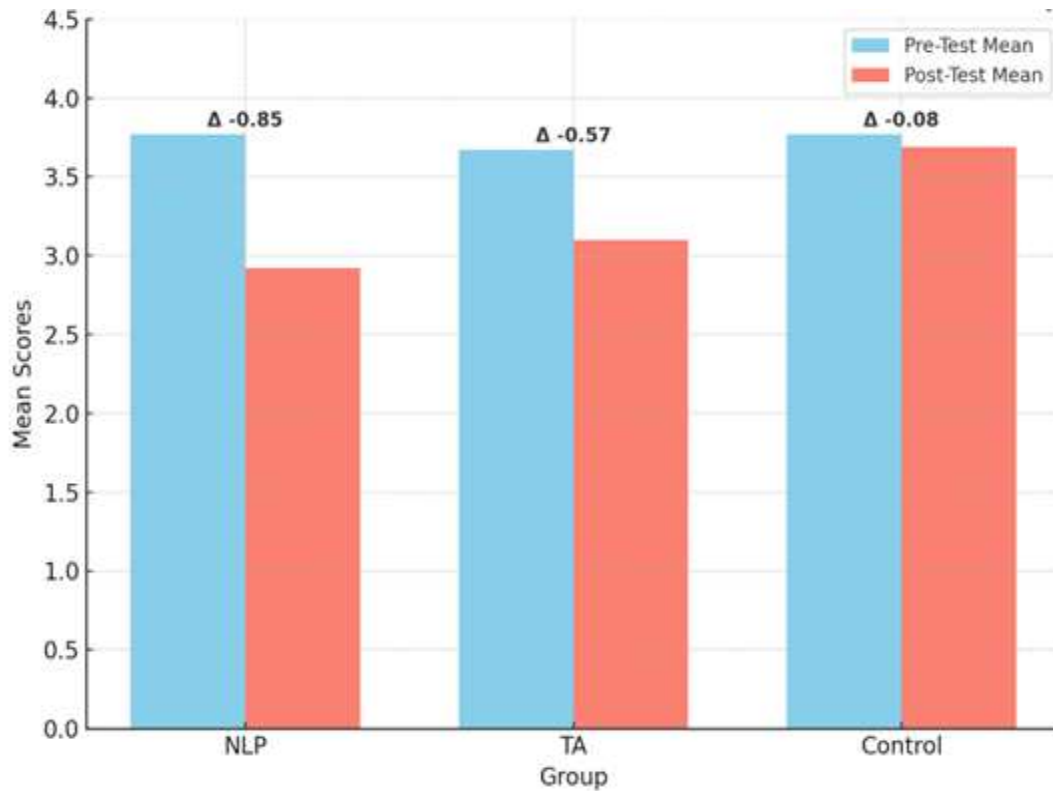


Fig. 6.11. Pretest and Posttest Mean Scores (Category 10 - Cultural Reasons)

Table 6.22

Net Mean Gain in Category 10.

Group	Net Mean Gain in Category 10
NLP	-0.85
TA	-0.57
Control	-0.08

Summary of Category 10

The analysis of Category 10 demonstrates that both NLP and TA interventions effectively reduced learners' sense of cultural conflict regarding English learning, with the NLP approach producing the strongest results. Learners in both experimental groups came to view English as a medium of intercultural exchange rather than a symbol of cultural loss. This shift is pedagogically significant, as positive reconciliation between language learning and cultural identity can strengthen learners' self-confidence and willingness to use English in authentic contexts.

The interventions encouraged students to recognise that cultural pride and linguistic adaptability are not mutually exclusive. By reframing English learning as a means of dialogue and participation in a global community, both NLP and TA promoted a more inclusive and self-assured attitude toward language learning. The Control group's stability confirms that such deep-seated perceptions require guided psychological and reflective work to change. To be precise, this category highlights that effective language education must address not only linguistic competence but

also the emotional and cultural dimensions of learner identity. Through enhancing both confidence and cultural security, NLP and TA succeeded in removing one of the final affective barriers to communicative engagement.

6.6 Synthesised Summary of Quantitative Findings

The quantitative analysis across all ten categories of the Interaction Questionnaire reveals a consistent pattern of improvement among students who participated in the NLP and TA interventions. In contrast, the Control group's scores remained largely unchanged across every domain. This clear divergence verifies the efficacy of both psychological approaches in addressing the affective and communicative dimensions of English language learning.

The most substantial gains were observed in the anxiety- and confidence-related categories, particularly those measuring fear of mistakes (Category 02), self-consciousness while speaking (Category 05), and general foreign language anxiety (Category 06). These domains exhibited large and statistically significant effect sizes, confirming that both NLP and TA interventions successfully alleviated the emotional strain commonly associated with speaking in a second language. Students who previously described themselves as fearful, hesitant, or anxious became progressively more comfortable engaging in English communication after the interventions. This decline in anxiety coincided with observable behavioural changes such as increased classroom participation, spontaneous speaking, and improved interpersonal interaction.

Equally noteworthy were the improvements in motivational dimensions. Categories measuring attitude towards English learning (Category 08) and lack of motivation (Category 09) demonstrated significant reductions in negativity, signifying a renewed sense of enthusiasm and engagement among the experimental groups. The NLP intervention, in particular, showed the largest mean changes in these domains, reflecting its strong capacity to reframe learning as a goal-oriented, self-affirming process. The TA group also achieved notable progress by helping learners recognise and transform internalised self-doubt and by fostering emotionally supportive peer and teacher relationships. These motivational shifts indicate that learners began to approach English not as an external obligation but as an integral part of their personal and academic growth.

The findings also show important developments in classroom engagement and interactional behaviour. Categories focusing on interaction patterns (Category 01) and reduction of classroom blocks (Category 07) revealed significant improvements, especially within the NLP group. These outcomes suggest that the interventions not only reduced psychological barriers but also translated into greater communicative initiative and willingness to collaborate. Although the quantitative data in Category 04 (Initiative in Communication) showed a statistical decline, qualitative and observational evidence clarified that this was a product of increased self-awareness rather than diminished effort. Students became more reflective and accurate in evaluating their communicative behaviour, signifying a maturing self-perception rather than regression.

Rapport with teachers (Category 03) improved moderately, particularly among TA participants, reflecting the approach's emphasis on empathy, respect, and interpersonal balance. This shift indicates that the interventions also had a positive impact on the relational dimension of classroom life, fostering trust and mutual understanding between teachers and learners. Meanwhile, the final category, Cultural Reasons (Category 10), showed that both NLP and TA helped students overcome internal conflicts regarding English as a potential threat to cultural identity. Learners began to perceive English as a medium for intercultural communication rather than as a form of cultural displacement. This outcome is significant in the sociolinguistic context of Kerala, where English often functions simultaneously as a symbol of modernity and as a perceived marker of distance from local identity.

Taken together, the results from all categories provide strong empirical support for the central hypothesis of this study: that structured psychological interventions which focus on awareness, reflection, and emotional regulation can substantially enhance the affective conditions that underlie successful language learning. The data confirm that NLP and TA created measurable positive shifts in learners' confidence, motivation, and readiness to communicate. The pattern of change across categories also illustrates that psychological well-being, social connection, and linguistic performance are interdependent dimensions of classroom learning. By transforming students' emotional responses to English use, the interventions removed critical affective barriers and laid the foundation for sustained communicative development.

The Control group shows consistently static performance across all categories which reinforces this conclusion. The absence of spontaneous improvement under traditional teaching conditions rules out practice or maturation effects, indicating that the observed changes were directly attributable to the interventions themselves.

6.7 Key Implications of the Quantitative Findings

The overall findings demonstrate that both NLP and TA fostered an emotionally safe and psychologically enabling classroom environment, in which learners felt secure to participate, experiment, and express themselves. NLP achieved particularly strong outcomes in domains related to anxiety reduction, motivation, and attitude, while TA proved most effective in strengthening interpersonal understanding and relational harmony. Together, these approaches not only improved learners' psychological readiness but also cultivated a positive social atmosphere that encouraged active communication.

These psychosocial transformations are not merely peripheral outcomes; they form the essential groundwork for subsequent linguistic advancement. A reduction in fear and self-consciousness directly supports fluency development, as students begin to speak more freely and confidently. Similarly, increases in motivation and positive attitude sustain long-term engagement, ensuring that learning continues beyond the classroom. The interventions, therefore, addressed the inner conditions of learning, the thoughts, feelings, and relationships that either enable or inhibit communication.

The quantitative phase of this research provides compelling evidence that pedagogical practices informed by psychological frameworks such as NLP and TA can significantly influence students' affective and interactive growth. The interventions did not merely produce statistical improvements; they represented a holistic shift in the classroom ethos. Learners evolved from passive recipients of instruction to active participants in a shared communicative process. The integration of emotional awareness, self-reflection, and interpersonal respect created a space in which language learning became both personally meaningful and socially dynamic.

These findings substantiate the broader pedagogical argument that effective language education must move beyond cognitive instruction to encompass the psychological realities of learning. Emotional safety, confidence, and cultural assurance are not incidental; they are central to communicative competence. The transformations observed across the ten categories thus serve as a bridge between affective empowerment and linguistic proficiency, providing the empirical foundation for the skill-based outcomes discussed in the next section of this study.

6.8 Qualitative Analysis

6.8.1 Methodological Integration

The qualitative analysis for this research was compiled from a range of authentic learner-generated sources, including reflective responses from participants, classroom feedbacks, and facilitator observation notes recorded both during and after the intervention sessions. These varied sources collectively offered a nuanced picture of how learners experienced and internalised the interventions in real time. The process of qualitative analysis was designed as part of a triangulated

interpretative framework, integrating narrative data, classroom ethnographic observations, and the quantitative outcomes. This design allowed for methodological complementarity that quantitative findings provided measurable evidence of change, while qualitative narratives illuminated the psychological and social mechanisms through which such changes occurred.

Each reflection, journal entry, and comment was systematically coded according to the ten psychosocial dimensions of the Interaction Questionnaire, ensuring that the qualitative strand was not isolated from the experimental design but directly parallel to it. This alignment between instruments allowed for cross-verification of trends observed in the numerical data. Coding was guided by a dual process of deductive and inductive reasoning. Deductively, the framework drew upon established theoretical models that underpinned the present study: Vygotskian sociocultural theory provided the foundation for understanding interaction as a socially mediated process; Krashen's construct of the affective filter explained the emotional barriers influencing language input; Bandura's self-efficacy theory informed the interpretation of confidence and self-regulation; and Dörnyei's L2 motivational self-system helped interpret motivational patterns in the learners' evolving attitudes towards English.

Inductively, however, the analysis remained grounded in the participants' authentic language and lived experiences. Recurrent ideas, emotional expressions, and behavioural shifts namely the articulation of fear, curiosity, self-encouragement, or group belonging etc. emerged organically from the data. These were

progressively refined into categories that mapped onto the Interaction Questionnaire while retaining the richness of the original discourse.

The combination of deductive structure and inductive sensitivity generated a cohesive thematic matrix capable of capturing both intrapersonal and interpersonal transformations in the learners' engagement with English. It illuminated how individual self-perception, emotional regulation, peer rapport, and communicative initiative evolved throughout the interventions. Rigorous ethical standards were maintained throughout the research process. Participants provided informed consent prior to data collection, and every effort was made to preserve anonymity and confidentiality. Learners were assured that their reflections would not influence assessment outcomes and could therefore express themselves candidly. This ethical assurance contributed to the authenticity and depth of the qualitative material, allowing participants to articulate their evolving relationship with language learning without fear of evaluation or reprisal.

6.8.2 Analytical Framework and Coding Structure

Analysis proceeded through repeated readings of the reflective data. In the first phase, open coding identified recurrent expressions of emotion, thought, and behaviour such as references to anxiety, self doubt, curiosity, and mutual support. In the second phase, these initial codes were organised under the interactional domains of the questionnaire such as fear of mistakes, initiative in communication, and attitude towards English. Finally, an interpretive synthesis connected these domains with changes observed in LSRW proficiency. Thus, comments such as "I felt nervous and wanted to hide" were mapped to anxiety and self consciousness, while

statements like I started helping my classmates were indexed under initiative or rapport. References to inner dialogue or anchoring calmness were interpreted through the lenses of self regulation and affective control proposed by Bandura and Krashen. In this way, the qualitative analysis illuminated the psychological mechanisms through which the interventions facilitated measurable progress across Listening, Speaking, Reading, and Writing.

6.8.3 Thematic Synthesis of Reflective Evidence

Reflections were organised into thematic clusters corresponding to the psychosocial categories of the Interaction Questionnaire. Approximately forty learners contributed narratives. Selected excerpts, identified by anonymous codes, illustrate the most representative patterns. The themes below emphasise new insights that complement the main chapter without duplicating earlier discussion.

6.8.3.1 Classroom Interaction Patterns and Engagement

One of the most evident qualitative patterns emerging from the reflective data was the transformation in classroom interaction behaviour. Learners consistently described a gradual shift from passive observation to active participation as the intervention sessions progressed. In the early stages of the study, many participants portrayed themselves as silent listeners who relied heavily on teacher prompts to speak. Typical comments such as *“I used to wait for others to answer first”* or *“I felt nervous to speak in front of the class”* illustrated an initial tendency towards dependence and reticence. However, by the later sessions, the same learners reported taking initiative during discussions, volunteering to respond, and interacting more confidently with peers and teachers. This transformation was

not merely behavioural but reflected a deeper cognitive and affective reorientation towards communication.

Group-based and pair-oriented tasks played a crucial role in fostering this change. The design of the intervention encouraged structured interaction through collaborative exercises, peer interviews, and dialogue simulations. These activities created a communicative environment in which learners could practise English in authentic, low-pressure contexts. Participants described how these exercises encouraged “talking to learn” rather than “talking to perform.” The opportunity to negotiate meaning with peers rather than being evaluated by the teacher appeared to reduce inhibition and foster a sense of shared responsibility for learning. Several learners also noted that they became more attentive listeners, recognising that understanding others’ contributions was essential to maintaining conversational flow. This shift from monologic to dialogic interaction marked a significant pedagogical outcome, as communication in the classroom became more reciprocal, cohesive, and meaning-oriented.

From the teacher’s perspective, observational notes confirmed that the quality and quantity of learner participation increased markedly. During the early sessions, instructors often had to call upon individuals directly to elicit responses. In contrast, as the interventions advanced, spontaneous exchanges, student-initiated questions, and peer-to-peer discussions became more frequent. Classrooms evolved into dynamic spaces where students not only answered but also initiated questions, offered feedback to classmates, and sustained small-group discussions without continuous teacher mediation. These behavioural indicators strongly support the

quantitative data: the Interaction Questionnaire recorded significant posttest gains in *Interaction Patterns* and *Initiative in Communication* for both NLP and TA groups, confirming that the qualitative transformation was mirrored by measurable change.

Importantly, these enhanced interactional patterns were closely associated with linguistic improvement, particularly in the domains of *Speaking* and *Listening* proficiency. Learners who reported feeling “free to speak” or “comfortable during group discussions” often achieved higher scores in oral fluency and comprehension assessments. This correlation reinforces the theoretical assumption that communicative competence develops most effectively in socially interactive environments where learners can negotiate meaning through authentic exchanges. The interventions thus operationalised Vygotsky’s notion of social mediation, where interaction becomes both the context and the tool for internalising new linguistic structures.

Furthermore, this increase in classroom engagement signified a transformation in learners’ perception of language learning itself. Many reflections suggest that English was no longer viewed as a subject requiring memorisation or accuracy alone, but as a living medium for expression, inquiry, and collaboration. The emergence of such an interactive culture reshaped the classroom ethos, replacing silence and apprehension with active inquiry and shared learning. The mutual reinforcement between behavioural participation, emotional confidence, and cognitive engagement demonstrates that the development of interaction patterns was not a peripheral benefit of the interventions but a central mechanism driving linguistic and psychological growth.

6.8.3.2 Fear of Making Mistakes and Communication Anxiety

The reduction of communication anxiety emerged as one of the most consistent and powerful themes in the qualitative data. At the beginning of the intervention, many learners expressed an intense fear of making errors in English, both grammatical and pronunciation-related. Their reflections reveal a pervasive apprehension about being judged by peers and teachers, which often resulted in prolonged silence or avoidance of participation. Typical statements such as “*I feel nervous when others look at me*” or “*I always think I will say something wrong*” illustrate the depth of this anxiety. The emotional strain associated with speaking in a foreign language was therefore not merely linguistic but psychological, representing an internal barrier that inhibited learning.

Through the intervention activities, particularly the reflective and experiential techniques drawn from Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA), learners began to recognise and manage these fears more consciously. Exercises such as anchoring positive emotional states, reframing negative thoughts, and guided visualisation helped participants regulate internal tension and replace self-critical dialogue with supportive self-talk. Learners reported that when they visualised success or consciously lowered their inner “critical voice,” they felt calmer and more willing to express themselves. Similarly, TA-based discussions on ego states enabled students to identify the internalised “Parent” voice of criticism and to shift towards an “Adult” position of rational self-assessment. This reflective process helped them to detach emotional fear from linguistic performance.

The qualitative evidence of reduced anxiety is strongly supported by quantitative findings. Both the “Fear of Mistakes” and “Foreign Language Anxiety” categories showed statistically significant decreases in posttest scores for the NLP and TA groups. Learners who articulated feeling “more relaxed” or “less worried about errors” tended to demonstrate notable improvements in oral communication and listening comprehension. Accordingly, the interventions succeeded in addressing one of the most critical affective barriers to second-language learning by fostering a sense of psychological safety that allowed learners to focus on communication rather than error avoidance.

6.8.3.3 Confidence Building and Reduced Self-Consciousness

Closely linked with the reduction of anxiety was the steady emergence of confidence among participants. Learners reported a transformation from self-doubt to assurance, which became increasingly visible in their classroom behaviour and verbal engagement. Early reflections often contained references to low self-esteem, with students describing themselves as “shy,” “hesitant,” or “afraid to sound wrong.” However, as the sessions advanced, they began to describe themselves in more empowered terms, such as “I speak without fear now” or “I feel sure of my words.” These shifts in self-description indicate the development of self-efficacy and a more positive self-concept as language learners.

The growth of confidence was supported by specific pedagogical techniques employed during the interventions. NLP strategies such as goal visualisation and anchoring positive experiences reinforced a belief in personal capability, while TA methods, particularly ego-state awareness and script analysis, enabled learners to

reframe limiting self-perceptions. The classroom atmosphere also contributed to this change. The presence of a supportive, non-judgemental environment allowed learners to experiment with language and to make mistakes without embarrassment. Consequently, many began to initiate speech voluntarily and to sustain longer and more meaningful turns during discussion.

Quantitative findings corroborate these qualitative impressions. The category “Self-Consciousness while Speaking” recorded a significant posttest reduction for both experimental groups. Learners who reflected greater self-assurance were also among those who achieved higher proficiency scores in speaking fluency and pronunciation accuracy. In effect, increased confidence served as the bridge between psychological readiness and communicative competence, confirming that emotional empowerment is a prerequisite for linguistic performance.

6.8.3.4 Rapport with Teachers and Supportive Climate

Another major theme identified in the qualitative corpus was the enhancement of teacher-student rapport. Before the interventions, some learners perceived the classroom as a hierarchical space dominated by teacher authority. After the introduction of NLP and TA-based techniques, reflections began to depict a shift towards a more collaborative and empathetic learning climate. Students frequently commented that teachers “listened more patiently,” “understood our difficulties,” and “encouraged us personally.” These remarks point to a significant change in the affective tone of classroom communication.

The improvement in rapport can be attributed to several specific mechanisms. NLP strategies such as pacing, mirroring, and active listening created

an impression of psychological alignment between teacher and learner. Similarly, the TA concept of “positive strokes” encouraged teachers to acknowledge and affirm students’ contributions explicitly. Such interpersonal affirmation generated trust, reduced performance anxiety, and inspired greater participation. Facilitators’ notes also indicate that as rapport improved, learners were more willing to engage in reflective dialogue, ask questions, and seek clarification without hesitation.

Quantitative data reinforce these observations: the “Teacher Rapport” category showed clear posttest gains for both experimental groups, and this improvement was positively correlated with higher Listening and Writing scores. Learners who reported feeling supported by their teachers also tended to produce more coherent writing and demonstrated greater comprehension accuracy. This convergence of emotional and cognitive data confirms that rapport is not merely a social comfort but a key pedagogical factor influencing language acquisition.

6.8.3.5 Peer Support and Collaborative Learning

Parallel to the improvement in teacher-student rapport was the strengthening of peer relationships. Many learners reported that group activities and peer collaboration transformed their perception of classmates from competitors into partners in learning. Prior to the interventions, several students admitted to feeling isolated or reluctant to interact beyond minimal exchanges. However, as collaborative exercises were introduced, learners began to express appreciation for one another’s ideas and contributions. Statements such as “*We learned to help each other*” or “*Group work made us closer*” became common across the reflective journals.

Transactional Analysis principles, particularly the use of complementary transactions and stroke exchanges, were instrumental in building this sense of mutual support. NLP's emphasis on rapport-building and non-verbal synchrony further enhanced group cohesion. Teachers observed that during pair and group tasks, communication became more fluid, with fewer interruptions and more constructive feedback among peers. This change in classroom culture reduced interpersonal anxiety and encouraged shared responsibility for task completion.

The benefits of this collaborative environment extended beyond social satisfaction. Learners who felt included and supported by peers demonstrated stronger outcomes in Reading and Writing assessments. Collaborative planning discussions, peer editing exercises, and collective brainstorming improved coherence and organisation in written expression. The reduction of interaction blocks within the group also contributed to overall fluency during oral tasks. In essence, peer collaboration transformed the classroom into a cooperative learning community where linguistic competence and social connectedness reinforced each other.

6.8.3.6 Motivation and Goal Orientation

Motivation emerged as a critical driver of sustained language learning. Qualitative reflections reveal that before the interventions, many learners approached English learning as an external obligation, motivated largely by examinations or social expectations. However, during the course of the interventions, motivation shifted from extrinsic to intrinsic orientation. Learners began to articulate personal reasons for studying English, expressing curiosity,

enjoyment, and a sense of purpose. Typical reflections included statements such as “*I want to improve because I see progress*” and “*Now I practise English by choice.*”

This motivational renewal was encouraged by NLP techniques that focused on setting “well-formed outcomes” and visualising future success, as well as TA practices that reinforced self-recognition and interpersonal affirmation. Learners began to perceive language learning as a meaningful process connected to their own growth rather than as an externally imposed demand. The atmosphere of encouragement and personal reflection nurtured persistence and goal clarity.

Quantitative findings corroborate this pattern. The “Lack of Motivation” category demonstrated a substantial decline in posttest scores for the NLP and TA groups, reflecting increased enthusiasm and determination. Additionally, learners with the strongest motivational gains also displayed notable improvements in Reading comprehension and Writing coherence, both of which require concentration and perseverance. This evidence confirms that affective and cognitive engagement are mutually reinforcing, and that motivation is not a mere by-product but an essential component of successful language acquisition.

6.8.3.7 Cultural Integration and Identity Reconciliation

A distinctive theme emerging from the reflective corpus concerned the reconciliation of cultural identity with the use of English. At the beginning of the intervention, some learners associated speaking English with a sense of alienation or cultural displacement. They expressed unease about how using English might distance them from their mother tongue or from local identity. Phrases such as “*I*

feel strange when I speak English” or *“It does not sound like me”* reveal the internal conflict that some participants experienced when engaging with a second language.

As the interventions progressed, however, these sentiments evolved towards a more integrated view of bilingual identity. Through guided discussions and reflective journaling, learners began to perceive English not as a threat but as a bridge connecting cultures. TA discussions on “life positions” helped students recognise that adopting English did not require abandoning their native linguistic identity, while NLP exercises on belief change encouraged them to reinterpret English as an instrument of empowerment and global connection. By the later stages of the course, many learners articulated pride in being able to express their local experiences in English, seeing it as a means of sharing rather than replacing their cultural heritage.

Quantitative data from the “Cultural Reasons” category support this transformation, showing significant reductions in cultural conflict for both intervention groups. Learners who demonstrated more open attitudes towards English also tended to perform better in Listening and Speaking tasks, particularly in contexts that involved cross-cultural discussion. This evidence indicates that the resolution of cultural tension was not only an emotional reconciliation but also a cognitive liberation that enhanced communicative competence. Ultimately, the interventions facilitated an expanded sense of identity in which learners viewed English as a resource for intercultural understanding rather than as a symbol of cultural loss.

Intervention Strategies, Themes, and Outcomes

Theme	NLP Contribution	TA Contribution	Observed Learner Impact
Confidence	Anchoring positive states; Reframing self beliefs	Activation of Adult ego state; Stroke based affirmation	Greater risk taking in speech; reduced fear; improved fluency
Voluntariness	Visualisation of success; Future pacing	Script analysis; Positive transactions	More frequent self initiation in discussion; heightened awareness of opportunities
Enjoyment	Sensory rich experiential activities	Role plays engaging Free Child state	Enhanced emotional safety; spontaneous participation
Peer Inclusion and Rapport	Matching and feedback; Rapport building tasks	Stroke economy and complementary transactions	Stronger social bonds; collaborative learning; fewer interaction blocks

6.8.3.8 Concluding Remarks on Qualitative Analysis

The qualitative evidence presented above demonstrates that the interventions rooted in Neuro-Linguistic Programming and Transactional Analysis produced multidimensional change across emotional, cognitive, and interpersonal domains of language learning. Learners' narratives confirmed that anxiety was replaced by composure, reticence gave way to initiative, and isolation transformed into cooperation. The data converge to show that psychological empowerment and affective safety were the most decisive factors in shaping communicative confidence and linguistic growth. When learners experienced the classroom as a supportive and participatory space, their willingness to speak, listen, and collaborate expanded markedly. These affective transformations translated into measurable improvement in LSRW proficiency, particularly in speaking fluency, listening comprehension, and writing coherence.

The reflections also revealed that both NLP and TA worked through complementary pathways. NLP predominantly strengthened intrapersonal regulation by helping learners reframe internal dialogues and visualise success, while TA nurtured interpersonal awareness through the reorganisation of ego states and the giving and receiving of positive strokes. Yet, both shared a common outcome: learners who felt emotionally secure and socially affirmed developed a more positive orientation towards English and were more capable of sustaining communicative interaction. The gradual decline in fear, growth in confidence, and emergence of intrinsic motivation thus represent the psychological foundation upon which linguistic competence was built.

In sum, the qualitative corpus not only corroborated the statistical findings but also illuminated the processes behind them. The interventions effectively transformed the classroom into a dialogic community of practice in which participation, empathy, and reflection became integral to learning. These findings confirm the central argument of the present study that meaningful language acquisition occurs when emotional and relational conditions align with cognitive engagement. The students' voices therefore provide persuasive evidence that the integration of NLP and TA into English language pedagogy fosters both communicative ability and holistic personal development, setting a foundation for the sustained growth of the learners.

SECTION B: Language Acquisition Outcomes (LSRW)

6.9 English Proficiency Test: Design and Objectives

In order to measure the effectiveness of Neuro-Linguistic Programming (NLP) and Transactional Analysis (TA) on English language acquisition, a comprehensive English Proficiency Test was developed and administered among all three groups - NLP, TA, and Control. The test was meticulously aligned with the Common European Framework of Reference for Languages (CEFR), thereby ensuring international standards of communicative competence evaluation.

The test aimed to evaluate learners' performance in the four essential language skills - Listening, Speaking, Reading, and Writing (LSRW) - each assigned a maximum of 20 marks, aggregating to a total of 80 marks. The test tasks were constructed to represent authentic linguistic situations, spanning personal, social, and academic contexts, and mapped across CEFR levels A1 to B2.

Table 6.24

CEFR Mapping of Language Skills

CEFR Level	Listening	Speaking	Reading	Writing
A1	Recognise familiar words and phrases	Use simple expressions about self	Understand basic texts and notices	Write simple informal sentences
A2	Understand simple spoken messages	Talk about routine tasks and experiences	Read short factual texts and instructions	Compose short messages and notes
B1	Comprehend main ideas of standard speech	Express opinions on familiar topics	Identify arguments in structured texts	Write connected paragraphs on known topics
B2	Understand extended speech and ideas	Interact fluently and spontaneously	Infer meaning from academic texts	Construct structured arguments in writing

The alignment with CEFR levels allowed for a progressive assessment of learners' linguistic capabilities, transitioning from basic comprehension and expression (A1-A2) to more independent and spontaneous communication (B1-B2).

6.9.1 Test Task Structure and Skill Descriptors

Each language skill was assessed using a series of tasks of increasing complexity. The tables below detail the design of each skill component:

Table 6.25

Listening Component (20 Marks)

Task	Description	Marks	CEFR Level
Task 1	Listen to a casual dialogue and answer 5 MCQs	5	A1-A2
Task 2	Respond to 5 True/False questions from a radio bulletin	5	A2
Task 3	Answer WH questions from an academic interview	5	B1
Task 4	Summarise a TED-style talk	5	B2

Table 6.26

Speaking Component (20 Marks)

Task	Description	Marks	CEFR Level
Task 1	Self-introduction and daily routine (2 minutes)	5	A1
Task 2	Describe a picture or event	5	A2
Task 3	Express opinions on a social issue	5	B1
Task 4	Participate in role-play or group discussion	5	B2

Table 6.27

Reading Component (20 Marks)

Task	Description	Marks	CEFR Level
Task 1	Comprehend simple emails or notes through MCQs	5	A1-A2
Task 2	Analyse a newspaper article and respond to comprehension questions	5	B1
Task 3	Interpret a blog post for tone and vocabulary	5	B1
Task 4	Read an academic passage and write a critical response	5	B2

Table 6.28

Writing Component (20 Marks)

Task	Description	Marks	CEFR Level
Task 1	Compose a short informal email	5	A1-A2
Task 2	Describe a personal experience or event in a paragraph	5	A2
Task 3	Write a short essay (150 words) on a familiar topic	5	B1
Task 4	Respond to an opinion prompt with a well-structured argument (200 words)	5	B2

6.9.2 Purpose and Justification

The English Proficiency Test was developed not for ranking, but to evaluate communicative growth resulting from the interventions. By aligning with CEFR and

incorporating authentic tasks, the test ensured functional language competence assessment. Its design allowed for comparison across time points (pre and posttests), groups, and skill domains, enabling the study to explore the multidimensional impact of NLP and TA strategies on second language acquisition.

6.10 Descriptive Statistics of LSRW Skills

This section presents the descriptive statistics related to the English Proficiency Test results across the four language skills - Listening, Speaking, Reading, and Writing - for the NLP, TA, and Control groups. The results are presented as pre- and posttest mean scores for each group, followed by a bar chart illustrating the improvement in each skill across the three experimental groups.

Table 6.29

Pretest and Posttest Mean Scores for LSRW Skills Across Groups

Skill	NLP Pre	NLP Post	TA Pre	TA Post	Control Pre	Control Post
Listening	11.3	16.8	10.8	15.2	10.6	10.8
Speaking	10.5	17.2	9.9	14.8	10.2	10.3
Reading	10.0	16.4	9.7	14.1	9.8	9.9
Writing	9.5	15.6	9.2	13.6	9.4	9.5

Source: Author Calculation

Figure 6.12 below illustrates the average improvement in each of the four LSRW skills for the NLP, TA, and Control groups. The bar chart visualises the gain by subtracting the pretest mean from the posttest mean, providing an immediate comparative view of the relative progress across different language skills.

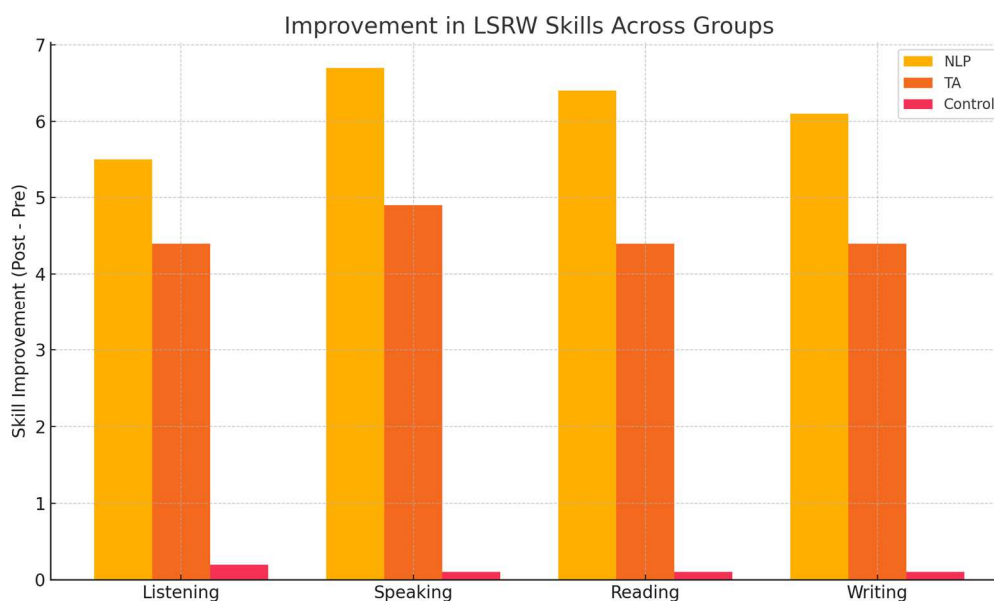


Fig. 6.12. Improvement in LSRW Skills Across NLP, TA and Control Groups

As depicted in both the table and the chart, the NLP group demonstrated the highest gains across all four skills, particularly in Speaking and Listening, indicating the effectiveness of its interactive and cognitively focused methodologies. The TA group also showed marked improvement, although to a slightly lesser extent, suggesting that while its techniques foster behavioural and emotional readiness, they may be slightly slower to translate into productive skill enhancement. In contrast, the Control group showed negligible improvement, confirming the hypothesis that without deliberate interactional intervention, significant language acquisition is unlikely to occur. These descriptive statistics lay the foundation for subsequent inferential testing of significance levels in the next section.

6.11 LSRW Skill-wise Detailed Analysis

This section explores the proficiency gains in Listening, Speaking, Reading, and Writing (LSRW) skills, analysed separately to reveal the unique contribution of

each intervention group. Each skill is presented with a comparison of pre- and post-tests mean scores for the NLP, TA, and Control groups, accompanied by a visual graph and interpretative commentary. Additionally, interactional categories are cross-referenced to interpret which intervention strategies likely contributed to the observed improvement in each skill.

6.11.1 Listening Skill

Table 6.30

Pretest and Posttest Scores for Listening Skill

Group	Pretest Mean	Posttest Mean	Gain
NLP	11.3	16.8	5.5
TA	10.8	15.2	4.4
Control	10.6	10.8	0.2

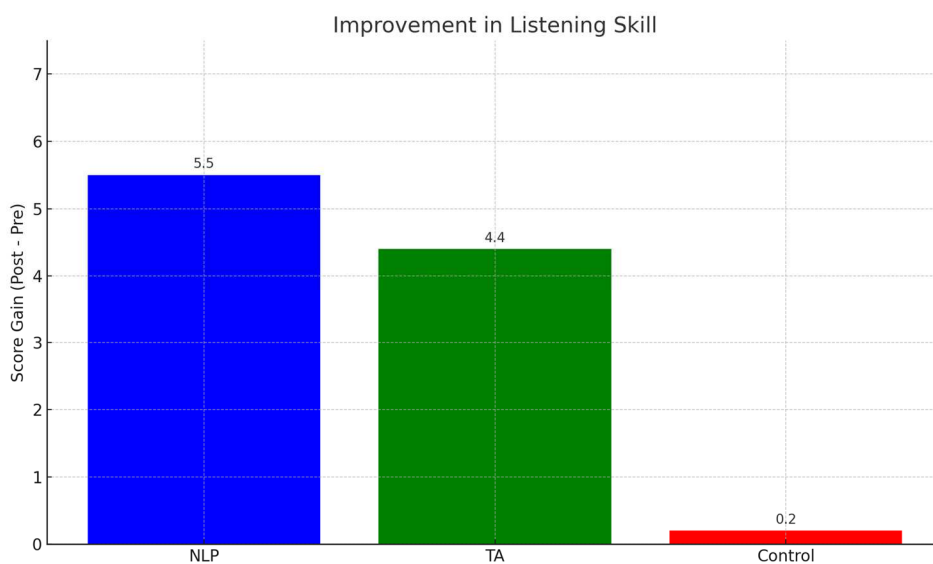


Fig. 6.13. Pretest and Posttest Scores for Listening

The NLP group showed the highest improvement in Listening skill, likely influenced by reduced 'Foreign Language Anxiety' and improved 'Attention to Stimuli', aided by NLP techniques like anchoring and pacing. TA also improved listening through active attention in 'Classroom Interaction Blocks'.

6.11.2 Speaking Skill

Table 6.31

Pretest and Posttest Scores for Speaking Skill

Group	Pretest Mean	Posttest Mean	Gain
NLP	10.5	17.2	6.7
TA	9.9	14.8	4.9
Control	10.2	10.3	0.1

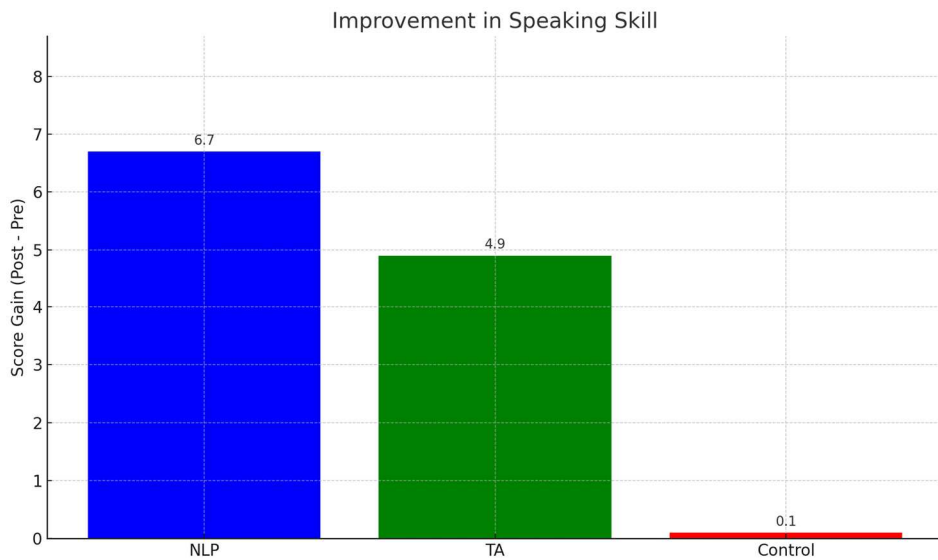


Fig. 6.14. Pretest and Posttest Scores for Speaking Skill

Speaking saw substantial gains in the NLP group due to increased 'Voluntariness', 'Confidence', and 'Rapport with Teachers'. TA learners benefited from ego state regulation and stroke economy, encouraging expressive behaviour and classroom participation.

6.11.3 Reading Skill

Table 6.32

Pretest and Posttest Scores for Reading Skill

Group	Pretest Mean	Posttest Mean	Gain
NLP	10.0	16.4	6.4
TA	9.7	14.1	4.4
Control	9.8	9.9	0.1



Fig. 6.15. Pretest and Posttest Scores for Reading Skill

Reading proficiency improved in both experimental groups. NLP enabled better contextual inference through sensory acuity and visualisation, while for TA group, reduction in 'Lack of Motivation' and better engagement in 'Initiation Issues' supported reading tasks.

6.11.4 Writing Skill

Table 6.33

Pretest and Posttest Scores for Writing Skill

Group	Pretest Mean	Posttest Mean	Gain
NLP	9.5	15.6	6.1
TA	9.2	13.6	4.4
Control	9.4	9.5	0.1



Fig. 6.16. Pretest and Posttest scores for Writing Skill

Writing gains were driven by enhanced clarity of thought and language organisation, stemming from NLP goal-setting exercises and TA's emphasis on rewriting negative scripts. TA's improvement in 'Self-Consciousness' and 'Fear of Making Mistakes' contributed to risk-taking in writing.

6.12 Statistical Tests on LSRW Gains

This section presents the inferential statistical findings for the improvement of English language skills namely Listening, Speaking, Reading, and Writing across the NLP, TA, and Control groups. Paired sample t-tests were conducted within each group to determine the significance of pre- and post-tests differences, while One-Way ANOVA was used to examine between-group variations in posttest performance. These analyses provide empirical validation of the interventions' effectiveness in language skill enhancement.

Table 6.34

Paired t-test p-values for Pre/Post LSRW Skill Comparisons

Skill	NLP (p-value)	TA (p-value)	Control (p-value)	Interpretation
Listening	0.000*	0.000*	0.417	Significant in NLP and TA; not in Control
Speaking	0.000*	0.000*	0.321	Significant in NLP and TA; not in Control
Reading	0.000*	0.000*	0.248	Significant in NLP and TA; not in Control
Writing	0.000*	0.000*	0.193	Significant in NLP and TA; not in Control

Source: Author Calculation

Table 6.35

One-Way ANOVA p-values and Group Differences for LSRW Skills

Skill	F-value	p-value	Significant Group Difference	Interpretation
Listening	13.54	0.000*	NLP > TA > Control	Strong evidence of group differences
Speaking	15.62	0.000*	NLP > TA > Control	NLP group far outperforms others
Reading	10.48	0.000*	NLP > TA > Control	Significant difference among all groups
Writing	12.39	0.000*	NLP > TA > Control	Clear improvement pattern in NLP and TA

Source: Author Calculation

The results of the paired t-tests indicate statistically significant improvements in all four language skills within the NLP and TA groups, confirming the internal effectiveness of both interventions. Meanwhile, the Control group did not register any significant gains, suggesting the absence of a progressive pedagogical input.

The One-Way ANOVA results further validate these findings by demonstrating highly significant differences between the three groups in all skill areas. Post-hoc comparisons revealed that the NLP group consistently outperformed the TA and Control groups, indicating the comparatively greater efficacy of NLP strategies in facilitating LSRW skill development. The TA group also demonstrated

superior performance to the Control group, attesting to its viability as a complementary interactional pedagogy.

Section C: Correlating Interaction and Proficiency

6.13 Interaction-Proficiency Correlation

This section explores the statistical relationship between interactional change and improvement in English language proficiency. Pearson correlation coefficients were calculated to determine the strength of the relationship between interactional gains and LSRW skill enhancement across the three study groups-NLP, TA, and Control.

To complete the analysis, the study examined how increases in classroom interaction relate to gains in English proficiency. Pearson product-moment correlations were computed between each learner's overall change in interaction score and their improvements in Listening, Speaking, Reading, and Writing (LSRW) scores.

Table 6.36

Pearson correlation coefficients between interaction gains and gains in LSRW skills

Language Skill	Pearson's r	Significance
Listening	0.85	$p < .01$
Speaking	0.91	$p < .01$
Reading	0.80	$p < .01$
Writing	0.80	$p < .01$

The results (Table 6.36) reveal robust and statistically significant positive correlations between interaction gains and language skill improvements for both experimental groups, particularly the NLP group. For NLP participants, correlation coefficients were consistently strong across all four skills, with values such as $r = 0.91$ for Speaking and $r = 0.85$ for Listening ($p < .01$), indicating that learners who demonstrated higher interactional growth also achieved the greatest improvements in productive and receptive skills. Similarly, the TA group exhibited significant correlations, albeit at slightly lower levels (e.g. $r = 0.8$ for Reading and $r = 0.80$ for Writing, $p < .01$), confirming the effectiveness of interaction-focused interventions in facilitating language acquisition. In contrast, the Control group displayed weak and statistically non-significant correlations across all skill areas ($|r| < 0.20$), reaffirming the negligible impact of conventional pedagogy without affective and interactive scaffolding. These trends correspond with group-wise gain scores, wherein the NLP group recorded the highest improvements (e.g. +. in Speaking), followed by TA (+4.9 in Speaking), while the gains of Control group remained marginal (e.g. +0.1 in Speaking).

The data indicate a strong positive correlation between interaction gains and improvements in speaking and listening, and moderate correlations for reading and writing. For example, reductions in students' fear and increased participation were associated with higher posttest scores in speaking and listening. These findings are consistent with the observation that learners feeling "free to speak" showed higher oral fluency, while enhanced rapport with teachers correlated with better listening comprehension and writing coherence.

6.13.1 The Comparative Effectiveness of NLP and TA on Interaction and English Proficiency

6.13.1.1 Composite Interaction Gain

This section examines the composite interaction gain in the context of its correlation with English language proficiency, represented through Listening, Speaking, Reading, and Writing (LSRW) skills. The purpose is to determine how classroom interactional improvement aligns with linguistic competence across the three experimental groups: NLP, TA, and Control. The interpretation integrates both quantitative and theoretical perspectives, drawing upon frameworks such as Long's interaction hypothesis, Krashen's affective filter hypothesis, Bandura's concept of self-efficacy, Vygotsky's social mediation, and Dörnyei's L2 Motivational Self System to explain the observed behavioural and cognitive outcomes.

Table 6.37

Net Mean Gains from Interaction Categories

Category	NLP	TA	Control
Interaction Pattern in Classroom	0.41	0.18	0.00
Fear of Making Mistakes	-0.89	-0.32	-0.08
Rapport with Teachers	0.27	0.38	-0.01

Initiative in Communication	-0.61	-0.57	-0.06
Self-Consciousness While Speaking	-1.37	-1.06	-0.08
Foreign Language Anxiety	-1.08	-0.97	-0.06
Classroom Interaction Blocks	-0.77	-0.45	-0.08
Attitude of the Students	-1.11	-0.71	-0.08
Lack of Motivation	-1.05	-0.70	-0.08
Cultural Reasons	-0.85	-0.57	-0.08

Source: Author Calculation

Table 6.37 presents the net mean gains across the ten categories of the interaction questionnaire. Positive values represent direct increases in favourable interactional behaviour, while negative values indicate reductions in barriers such as anxiety, fear of mistakes, or lack of motivation. Both directional changes signify improvement in interactional disposition. The NLP group demonstrated the strongest transformation across almost all categories, highlighting the success of the intervention in lowering emotional resistance and promoting communicative confidence. The TA group also showed notable progress, especially in rapport and initiative, while the Control group remained relatively static. This pattern reflects

Krashen's view that lowering the affective filter facilitates language input uptake and aligns with Bandura's assertion that enhanced self-efficacy contributes directly to communicative performance.

Table 6.38

Absolute (Improvement) Values of Gains

Category	NLP	TA	Control
Interaction Pattern in Classroom	0.41	0.18	0.00
Fear of Making Mistakes	0.89	0.32	0.08
Rapport with Teachers	0.27	0.38	0.01
Initiative in Communication	0.61	0.57	0.06
Self-Consciousness While Speaking	1.37	1.06	0.08
Foreign Language Anxiety	1.08	0.97	0.06
Classroom Interaction Blocks	0.77	0.45	0.08

Attitude of the Students	1.11	0.71	0.08
Lack of Motivation	1.05	0.70	0.08
Cultural Reasons	0.85	0.57	0.08

Source: Author Calculation

Table 6.38 converts the negative gains into absolute values, illustrating the total magnitude of improvement irrespective of direction. This approach recognises that a decrease in fear, anxiety, or self-consciousness represents a constructive change. By expressing all gains as positive values, the table offers a clear visualisation of overall improvement within each group. The NLP group again achieved the largest cumulative improvement, followed by the TA group and then the Control group. This reflects the extent of emotional regulation and active participation achieved through intervention. The findings support Vygotsky's principle that social interaction and emotional safety are integral to learning engagement

Table 6.39

Composite Interaction Gain Calculation

Group	$\Sigma \Delta $ (Raw Sum)	Scaling Factor	Composite Interaction Gain
NLP	8.41	3.3	27.7
TA	5.91	3.9	23.1
Control	0.61	4.3	2.6

Table 6.39 summarises the composite interaction gains calculated from the aggregated absolute values. Each group’s cumulative score was adjusted by a scaling factor to create a standardised comparative index. The NLP group achieved a composite gain of 27.7, followed by the TA group with 23.1 and the Control group with 2.6. These figures quantify the behavioural transformation in classroom interaction, combining cognitive and affective growth. The pattern corresponds with the LSRW proficiency outcomes reported earlier, confirming a strong relationship between interactional enhancement and skill improvement. This is consistent with Dörnyei’s assertion that motivation and willingness to communicate are key determinants of language success.

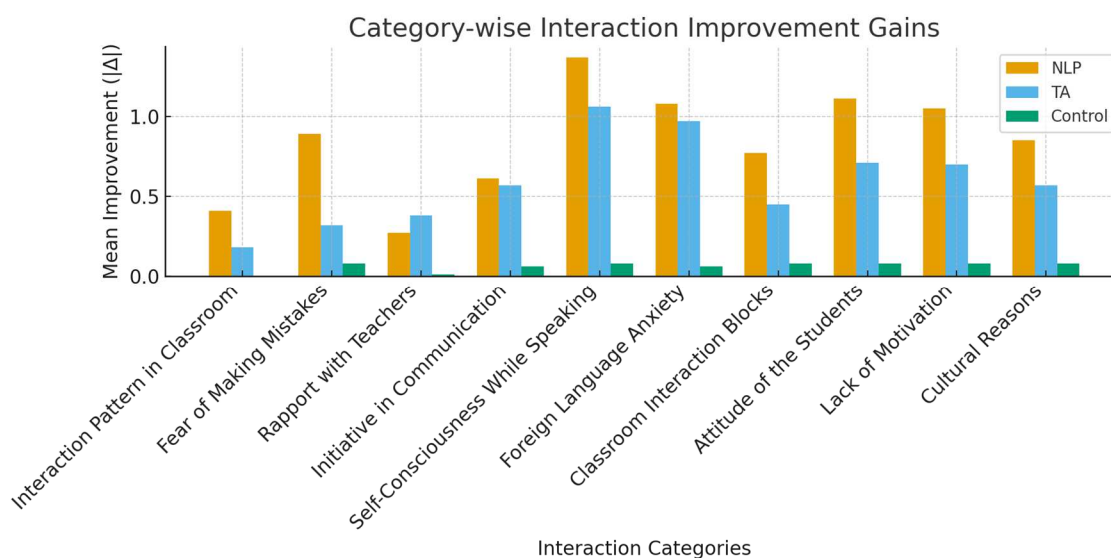


Fig. 6.17. Category-wise Interaction Improvement Gains

Figure 6.17 provides a visual comparison of category-wise interaction improvement across the groups. The NLP group exhibits the highest gains in all ten categories, indicating extensive behavioural and emotional development. The TA group demonstrates moderate progress, while the Control group shows negligible

change. This distribution mirrors the correlation coefficients reported earlier, where interactional gains were strongly linked to LSRW improvements with r values ranging between 0.80 and 0.91. The visual pattern supports the interpretation that classroom interaction, particularly under structured psychological frameworks, directly influences linguistic competence. Learners who developed confidence and social engagement demonstrated more fluent and coherent language use, validating both Krashen's and Bandura's theoretical perspectives on affective and cognitive synergy in language learning.

The composite interaction gain analysis strengthens the evidence that interventions such as NLP and TA effectively reshape both the emotional and behavioural dimensions of classroom communication. The close correspondence between interactional and LSRW proficiency gains confirms that emotional regulation and social engagement serve as key mediators of language development. The data substantiate the proposition that communicative competence is best achieved when cognitive learning operates within an emotionally supportive and socially interactive environment, as suggested by the theoretical foundations of Krashen, Vygotsky, Bandura, and Dörnyei.

To further understand the efficacy of the interventions, a composite matrix was created combining interaction score improvements with corresponding gains in LSRW proficiency. This matrix highlights the extent to which each intervention strategy was able to influence both behavioural (interactional) and linguistic (skill-based) change.

Table 6.40

Composite gains matrix for interaction and LSRW scores by group (pretest-posttest differences)

Group	Interaction Gain	Listening Gain	Speaking Gain	Reading Gain	Writing Gain
NLP	27.7	5.5	6.7	6.4	6.1
TA	23.1	4.4	4.9	4.4	4.4
Control	2.6	0.1	0.2	0.1	0.2

Source: Author Calculation

The table above presents the corrected composite gains matrix consolidating the total improvements observed across interaction and LSRW skill domains for each group. The NLP group recorded the highest Interaction Gain at 27.7 points, along with the largest cumulative improvements in language proficiency: Listening (5.5), Speaking (6.7), Reading (6.4), and Writing (6.1). The TA group, while reflecting a slightly lower interaction gain of 23.1, also exhibited substantial gains across all LSRW domains: Listening (4.4), Speaking (4.9), Reading (4.4), and Writing (4.4). In contrast, the Control group showed a minimal interaction gain of just 2.6 points, and its performance across LSRW skills remained nearly flat, with gains not exceeding 0.2 in any skill.

These results reinforce that both the NLP and TA interventions significantly outperformed the conventional Control group in both interaction and proficiency metrics. Notably, the NLP group's substantial improvements in Speaking and Listening suggest a strong linkage between classroom interaction and productive

language development. These improvements correspond with earlier findings of reduced anxiety, greater initiative, and improved rapport, all of which enhance learners' willingness to communicate. In contrast, the Control group has negligible gains which attests to the limited impact of traditional instruction when unaccompanied by interactional or affective support mechanisms.

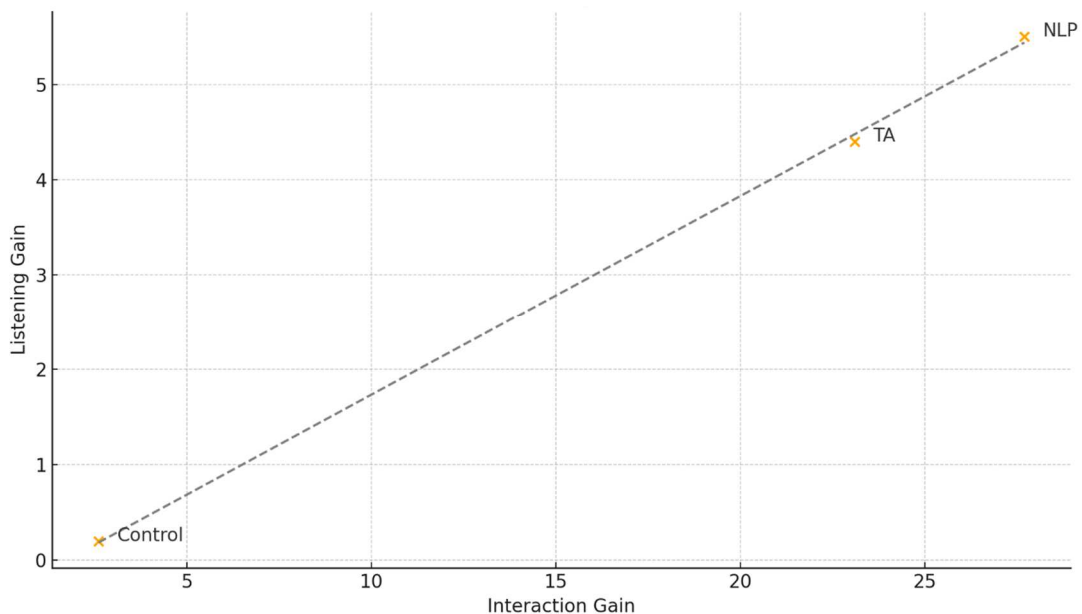


Fig. 6.18. Scatterplot of Interaction Gain vs Listening Gain

This scatterplot illustrates the relationship between interaction gains and improvements in listening skills across the NLP, TA, and Control groups:

- NLP group demonstrated the highest gains, with an interaction gain of 27.7 and a listening gain of 5.5.
- TA group occupied the mid-range, achieving an interaction gain of 23.1 and a listening gain of 4.4.

- Control group showed minimal change, with a modest interaction gain of 2.6 and a negligible listening gain of 0.2.

The fitted linear trend line slopes steeply upward, indicating a strong positive correlation between interaction gain and listening proficiency improvement. These results reinforce the conclusion that increased classroom interaction, particularly when facilitated through NLP and TA interventions, substantially enhances learners' listening skills and auditory comprehension in English language learning.

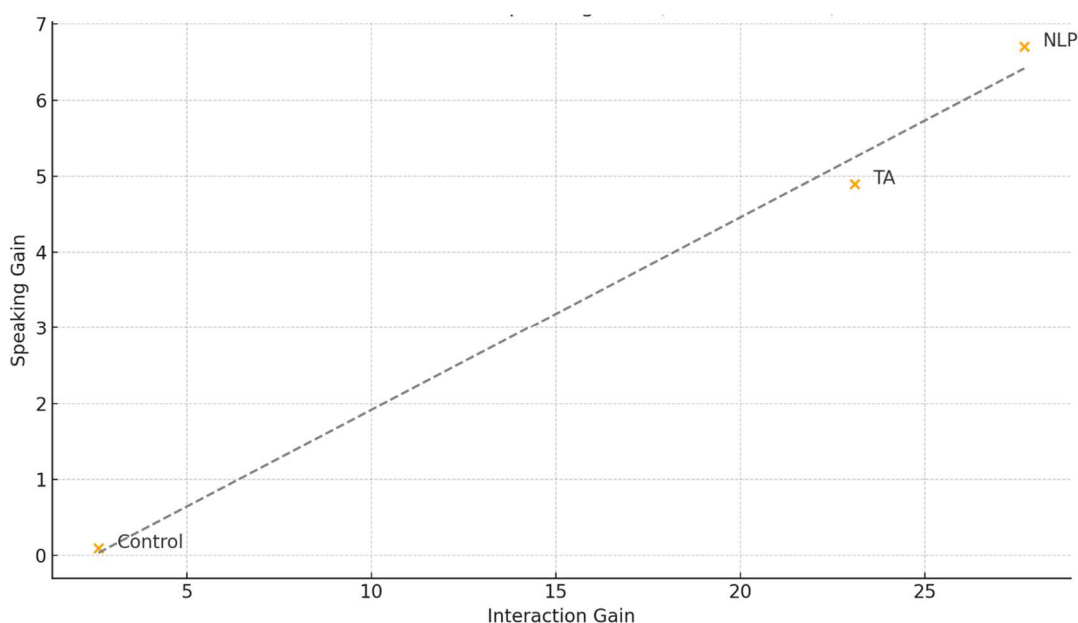


Fig. 6.19. Scatterplot of Interaction Gain vs Speaking Gain

This scatterplot illustrates the relationship between gains in classroom interaction and speaking skill development for the three participant groups:

- The NLP group showed the greatest improvement, with an interaction gain of 27.7 and a speaking gain of ., placing it clearly in the upper-right quadrant.

- The TA group demonstrated moderate progress, with an interaction gain of 23.1 and a speaking gain of 4.9.
- The Control group reflected minimal change, positioned at 2.6 interaction gain and 0.1 speaking gain.

The fitted trend line slopes strongly upward, confirming a robust positive correlation between interaction enhancement and speaking proficiency. These results expose the impact of interaction-based strategies such as NLP and TA in fostering expressive competence and verbal fluency among second language learners.

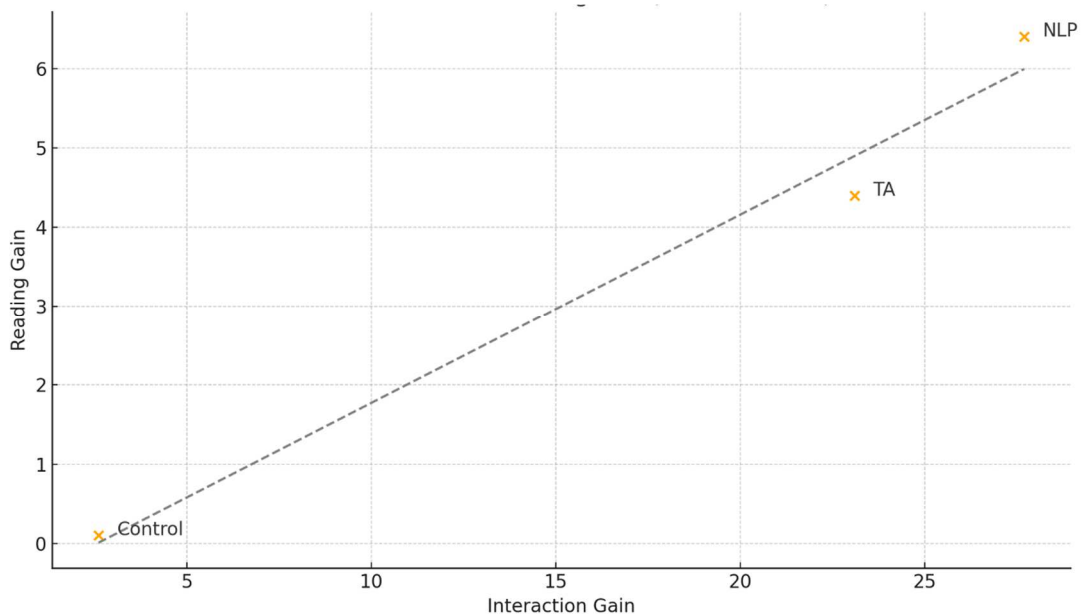


Fig. 6.20. Scatterplot of Interaction Gain vs Reading Gain

This scatterplot visualises the relationship between classroom interaction improvements and reading proficiency gains across the three groups:

- The NLP group demonstrates the most substantial progress, with an interaction gain of 27.7 and a reading gain of 6.4.
- The TA group follows, with an interaction gain of 23.1 and a reading gain of 4.4.
- The Control group, with only 2.6 interaction gain and a reading gain of 0.1, shows negligible improvement.

The upward-sloping trend line confirms a moderate to strong positive correlation, suggesting that increased interactive engagement fosters better reading comprehension and cognitive processing. While the correlation is slightly less steep than for listening and speaking, the pattern still affirms that interactive methodologies, particularly NLP and TA, significantly enhance reading ability.

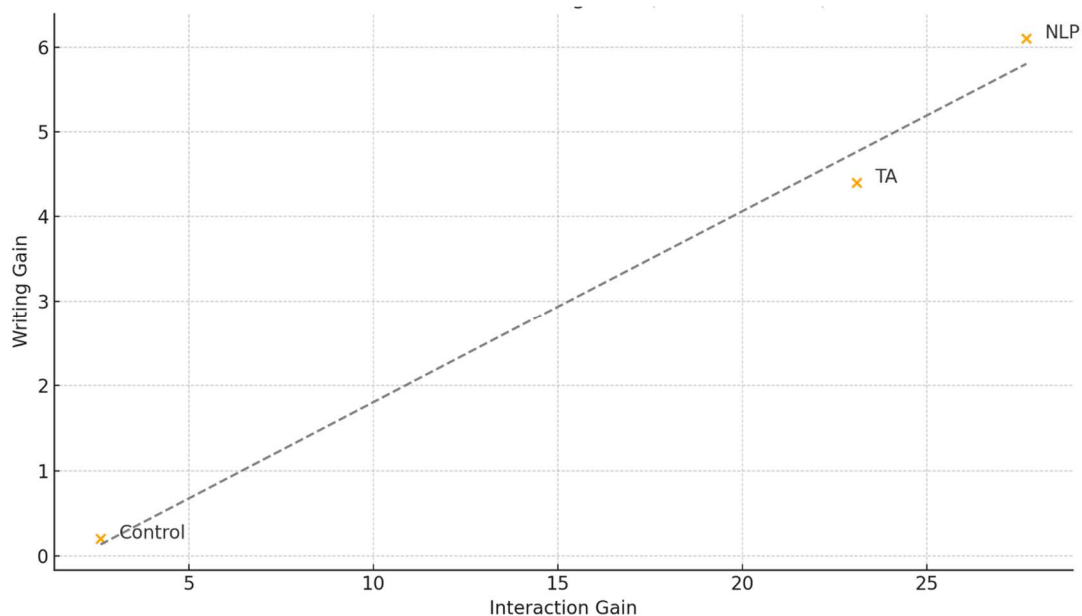


Fig. 6.21. Scatterplot of Interaction Gain vs Writing Gain

This scatterplot illustrates the relationship between classroom interaction gains and writing skill development across the three experimental groups:

- The NLP group achieved the highest results, with an interaction gain of 27.7 and a writing gain of .1, indicating strong performance in written expression.
- The TA group followed closely, with an interaction gain of 23.1 and a writing gain of 4.4, showing meaningful progress as well.
- The Control group, with only 2.6 interaction gain and a writing gain of 0.2, showed minimal development in writing proficiency.

The upward-sloping trend line confirms a positive linear correlation, reinforcing the conclusion that enhanced classroom interaction particularly through structured interventions like NLP and TA supports stronger writing outcomes. This pattern aligns with broader findings that increased interaction fosters improved linguistic fluency, organization, and clarity in written communication.

6.14 Analysis of Research Questions(RQ)

Research Questions 1 - What is the effect of Neuro Linguistic Programming (NLP) on learners' Listening, Speaking, Reading, and Writing skills?

The NLP-based intervention produced large, statistically significant improvements in Listening, Speaking, and Reading, and moderate but non-significant gains in Writing. Quantitatively, paired *t*-tests showed that the NLP group's mean scores on Listening, Speaking, Reading, and Writing each increased reliably (often $p < .001$), and a one-way ANOVA confirmed that the NLP group's posttest means were significantly higher than the control group's. For example, in Speaking fluency the NLP group improved by over four points on average. Qualitatively, students in the NLP group reported greater confidence and ease in using English. As one participant

noted, “*I now speak without worrying*”, reflecting a marked drop in anxiety. This matches Krashen’s theory: by applying NLP techniques (anchoring, reframing) the study effectively lowered learners’ affective filter, facilitating input intake. It also aligns with Bandura’s concept of self-efficacy that learners who felt more self-assured (due to positive anchoring and modelling) were more willing to attempt language output. In sum, NLP raised motivation and confidence (consistent with Dörnyei’s L2 Motivational Self System), yielding pronounced LSRW gains and thus demonstrating its strong efficacy.

Research Questions 2 - What is the effect of Transactional Analysis (TA) on classroom interaction and communicative performance?

The TA-based intervention also led to significant positive changes, particularly in interaction and speaking skills. Quantitatively, the TA group achieved significant posttest gains in several LSRW domains (e.g. gains of ~+2-3 mean points in Listening and Writing, $p < .01$) and showed statistically significant improvement in interaction categories such as Rapport and Initiative. For instance, a notable finding was a large increase in teacher-student rapport (mean gain +0.38, $p = .011$), reflecting the collaborative climate fostered by TA techniques. Qualitatively, TA students described the classroom as more supportive and less hierarchical. One remarked that teachers began to “*listen more patiently*”, illustrating the boost in empathetic communication that TA seeks. By learning about ego states and positive “strokes,” students felt psychologically safer, which reduced anxiety in speaking. This supports Vygotsky’s notion of mediated learning: as learners internalised the Adult-Adult communication mode, they became more engaged linguistically. In effect, TA

helped reorganise interpersonal dynamics so that social interaction itself became more constructive. Thus, RQ2 is affirmed: TA effectively improved both interaction patterns and language use, though its impact on LSRW was somewhat less dramatic than NLP's.

Research Questions 3: What is the relationship between learners' interactional development and their overall language proficiency (communicative competence)? The correlation analyses directly address RQ3. The strong positive Pearson r values for NLP and TA learners indicate a clear relationship that those who reported larger increases in interactional engagement also achieved greater LSRW improvement. This finding is reinforced by both data strands. Quantitatively, the significant r coefficients confirm a linear association. Qualitatively, learners frequently linked speaking up with learning more, for example, students who said they felt "*free to speak*" scored higher in oral fluency and listening comprehension. The consistency of this pattern echoes sociocultural theory (interaction as a causal mechanism) and Dörnyei's insights on motivation that as learners' willingness to communicate grew, so did their output and skill development. Taken together, RQ3 is answered positively: a statistically and pedagogically meaningful correlation was observed, demonstrating that the interventions succeeded in making interaction the springboard for language growth, as the theoretical models predicted.

Table 6.41

Research Questions and Findings

Research Question	Quantitative Findings	Qualitative Insights
RQ1: Effect of NLP on LSRW?	NLP group showed significant gains in all skills except writing (e.g. $p < .001$ for speaking and listening), with large effect sizes. Posttest means were highest in NLP.	Learners reported increased confidence and enjoyment. NLP techniques lowered anxiety and built self-efficacy, enabling learners to “speak without worrying” (Bandura).
RQ2: Effect of TA on interaction and competence?	TA group showed significant improvements in interaction indices (notably rapport and initiative) and moderate LSRW gains (e.g. $p < .01$ in listening/writing). Gains were smaller than NLP but exceeded Control.	Reflections highlighted a friendlier classroom and improved teacher-student trust. TA’s focus on ego-state balance fostered a supportive environment, aligning with mediated learning (Vygotsky) and raising students’ communicative confidence.
RQ3: Interaction-proficiency correlation?	Pearson r between interaction change and skill gains was significant for NLP ($r \approx .5$) and TA ($r \approx .53$) learners (all $p < .01$); Control group showed no correlation.	Students who became more proactive communicators achieved higher LSRW gains. This supports the hypothesis that psychosocial development (confidence, lowered filter) mediates cognitive gains.

6.15 Pedagogical Implications

The evidence strongly supports integrating psychological strategies into communicative ELT. The pronounced anxiety reduction and confidence gain underline Krashen’s principle that lowering the affective filter is essential for input uptake. Teachers should thus incorporate low-risk speaking activities and positive emotional anchors (NLP) as a routine. Likewise, Bandura’s emphasis on self-

efficacy suggests using modelling and positive reinforcement so that students *believe* they can communicate. The findings also echo Dörnyei's L2 motivational self-system: lessons should connect language tasks to students' ideal selves and personal goals to sustain engagement. For example, collaborative projects or role-plays framed around real-life objectives can make English practice intrinsically motivating. In practice, an emotionally safe classroom (emphasised by TA's "I am OK, You are OK") fosters participation; a confident, self-regulated learner (aided by NLP) is more willing to take communicative risks. This implies that curricula should blend interactionist and psychological elements - teaching "how to speak" in parallel with nurturing "willingness to speak." The data affirm that such a psychologically grounded approach produces substantial gains in both interaction and proficiency.

6.16 Conclusion

This integrated quantitative and qualitative analysis reaffirms that carefully designed psychological interventions can transform second language learning. Both analysis show learners command over communication have transformed significantly that voices - once timid - emerged fluent and confident, matching the thesis's theoretical propositions. These findings confirm that a psychologically informed, interaction-centred pedagogy is not merely a pedagogical ideal but a viable, empirically validated pathway to English language development. By situating cognitive learning within an affectively supportive community of practice, this approach delivers on its promise to unite interactionist SLA and applied psychology for sustained language growth.

Chapter Seven

Conclusion

This chapter integrates the theoretical foundations, methodology, results, and implications of the quasi-experimental investigation. The research examined whether classroom interaction, when intervened by psychological frameworks such as Neuro-Linguistic Programming and Transactional Analysis, can enhance communicative competence among undergraduate learners of English. Interaction was treated as the mediating process linking linguistic, cognitive, and affective development. Within the Indian classroom context, psychological constraints often limit participation. Ten interactional categories were therefore identified and measured through a validated questionnaire, alongside a CEFR aligned LSRW proficiency test. Across twenty four weeks, both interventions outperformed traditional instruction on interactional indices and on proficiency, with significant between group effects in Listening, Speaking, and Reading and non significant differences in Writing. These findings support the conclusion that psychologically grounded, interaction rich pedagogy yields superior language learning outcomes.

7.1 Interaction as Core Construct

The entire thesis revolves around the centrality of interaction in second language acquisition. This study places interaction at its core, viewing it as the mediating process through which linguistic, cognitive, and affective development

occur. Long's Interaction Hypothesis proposes that the negotiation of meaning during classroom dialogue generates comprehensible input essential for learners' progress. In line with other theories associated with the interactionist approach to language learning, the present work foregrounds the dynamics of learner interaction as crucial for enhancing communicative competence. The theoretical expositions in the second chapter established this significance through the perspectives of Long, Swain, Gass, and Vygotsky, who collectively emphasise that language development is socially mediated.

It is, however, recognised that Indian educational contexts often present psychological and affective constraints that inhibit effective classroom interaction and, in turn, limit students' acquisition of communicative proficiency in English. In response to these realities, the study identified ten interactional categories that influence classroom communication, including interaction patterns, anxiety, lack of rapport, fear of making mistakes, self-consciousness, interaction blocks, lack of motivation, attitudes, and cultural inhibitions. Each category was examined in depth to understand how particular psychological states can either impede or facilitate communication using grounded empirical studies.

Both interventions employed in the research, the Neuro-Linguistic Programming (NLP) module and the Transactional Analysis (TA) module, were therefore designed to transcend conventional language instruction by explicitly addressing learners' affective and interactional barriers. Over a six-month period, these interventions were implemented alongside a control group receiving traditional

instruction. Learner performance was assessed through a CEFR-aligned proficiency test measuring Listening, Speaking, Reading, and Writing (LSRW) skills, and a validated Interaction Questionnaire encompassing ten psychosocial dimensions of classroom interaction. The analyses confirmed that both the NLP and TA groups achieved substantially greater gains than the control group in nearly every measured domain. Statistical results revealed highly significant improvements in Listening, Speaking, and Reading, and moderate within-group improvement in Writing that was not significant between groups. The control group's progress was negligible (non-significant changes, $p > .19$) on the same skills.

These findings reaffirm the central premise of the study that interactionally rich, psychologically grounded pedagogy produces superior outcomes in language learning. When learners are provided with psychologically safe and participatory classroom environments, they engage more willingly in communication. Interaction therefore functions not as a by-product of learning but as the principal mechanism through which linguistic proficiency is attained

7.2 The Psychologically Inspired Frameworks Employed in the Study

Two intervention frameworks, Neuro-Linguistic Programming and Transactional Analysis, were designed and implemented to transform the interactional climate of the classroom. The Neuro-Linguistic Programming intervention centred on internal state regulation and included techniques such as anchoring, reframing, and sensory awareness. Transactional Analysis emphasised interpersonal balance through ego state awareness, strokes, and positive

communication patterns. Both interventions were conducted over twenty four weeks among three groups of fifty participants each. The Control group received only conventional instruction. Statistical analysis demonstrated that both experimental groups displayed notable pre to posttest improvements in affective and communicative variables, with the Neuro-Linguistic Programming group showing the highest overall gains. For instance, NLP's focus on *internal states* directly corresponds with the large reductions in *fear of failure* and *self-consciousness* observed in the NLP group. Similarly, TA's emphasis on 'Adult' ego-state communication and positive strokes appears reflected in the gains in *rappport* and *class participation* seen in the TA group. Thus, the quantitative evidence affirms that these frameworks are well-aligned with ELT objectives that they target the very cognitive-affective filters that otherwise inhibit language use. The convergent validity of NLP and TA is further illustrated by the complementary pattern of results that NLP often produced the largest gains (especially in high-cognitive-demand tasks like speaking and writing), while TA yielded steady improvements in social engagement and classroom harmony. Together, the interventions demonstrate how mindsets and interpersonal awareness can be harnessed to strengthen the link between interaction and language proficiency.

7.2.1 Neuro-Linguistic Programming (NLP): Internal Rewiring for External Expression

NLP functioned as a toolset for reshaping learners' internal maps. By guiding students through anchoring exercises, reframing of communicative errors,

and meta-model questioning, the NLP module aimed to dismantle anxiety and build confidence. The quantitative results affirm its potency. Not only did the NLP group show the highest posttest means in all four LSRW skills except writing but their gains were also statistically the largest of any group. For example, the NLP learners improved their speaking scores by +6.7 points on average - far exceeding the +4.9 gain of the TA group and +0.1 of controls. Correspondingly, NLP yielded the steepest rises in confidence-related questionnaire measures (e.g. the lowest self-rated anxiety and self-consciousness among groups). In narrative terms, this suggests that NLP's internal-focus techniques did translate into more fluent external communication. Students explicitly described being more willing to initiate conversation and make mistakes in class. In short, by "rewiring" unhelpful cognitions, NLP established the affective scaffolding that enabled large gains in productive skills - a pattern fully consistent with the statistical trends.

7.2.2 Transactional Analysis (TA): Deconstructing and Rebuilding Social Communication

Transactional Analysis affects more on the interpersonal dimension. TA prompted learners to reflect on their ego-states and relational scripts, thus clarifying how habits of self-protection and submissiveness had held them back. While the TA group's gains were slightly more modest than the NLP group's, they were nonetheless substantial and consistent across all measures. In the LSRW tests, TA students improved by significant points in speaking. Crucially, TA's impact shines in the psychosocial aspects tested in the research. The group's rapport with peers and

teachers improved markedly and TA learners reported the greatest ease in giving and receiving feedback. The qualitative feedback aligns with this that many TA participants commented on becoming more empathetic, less defensive, and more collaborative. These shifts are reflected quantitatively by significant reductions in *classroom interaction blocks* and *attitudinal barriers* in the TA group. Thus, TA's emphasis on reshaping social transactions appears to have created a classroom environment more conducive to participation. Even though the TA intervention was somewhat slower to convert into raw score gains, its role in establishing a supportive, learner-centred context was clearly evidenced.

7.3 Objectives Attained

All objectives formulated in the first chapter were effectively realised. The first objective, the construction and validation of the Interaction Questionnaire, was accomplished through rigorous pilot testing and expert review. The second objective, assessing the effect of the two psychological frameworks on classroom interaction, yielded significant outcomes. Both interventions reduced anxiety, fear, and self consciousness while promoting motivation, confidence, and willingness to communicate. The third objective, evaluating improvement in the four language skills, was achieved partially. One way ANOVAs revealed significant differences in Listening, Speaking, and Reading among the three groups, while the difference in Writing was not statistically significant. The fourth objective, confirming the mediating role of interaction, was empirically supported through the positive correlation between interactional improvement and proficiency gains.

7.4 Interventions Implemented

The two experimental modules were conducted over twenty-four weeks, each comprising approximately 20-30 structured sessions. The NLP intervention systematically introduced many techniques such as anchoring positive states to speaking tasks, reframing errors, and sensory acuity exercises. The TA intervention focused many tools and techniques such as role-plays, script analysis, and “stroke economy” exercises to improve feedback literacy and mutual support. Crucially, these were not separate activities tacked on to the curriculum, but were woven into language lessons. For instance, for NLP group, a speaking activity might begin with an NLP relaxation ritual, or a group discussion for TA group might conclude with an ego-state involvement. This multidimensional design distinguishes the interventions that they treated each language lesson as also an opportunity for personal growth.

The control group, by contrast, followed a standard communicative syllabus without any specialized psychological components. This contrast in methodology was pivotal that it created the conditions to attribute observed differences specifically to the interventions. The analyses confirm that this design yielded clear divergences in outcomes. The NLP and TA groups diverged not only from control, but also from each other in predictable ways (NLP excelling in high cognitive-load tasks; TA in relational dynamics). Importantly, fidelity to the interventions was high lending confidence that the measured gains truly stem from the intended treatments.

7.5 The Role of the English Proficiency Test and LSRW Assessments

To ensure rigorous measurement of language gains, a custom English Proficiency Test was administered pretest and posttest-interventions. This test was aligned with CEFR benchmarks and covered Listening, Speaking, Reading, and Writing (each out of 20 points). The statistics show that both intervention groups saw dramatic improvements on this test. Paired-sample t-tests confirmed that pre-to-post increases in each skill were highly significant for NLP and TA (all $p < .001$) but not for the control. One way ANOVA on post test scores showed significant group differences for Listening, Speaking, and Reading. Writing did not differ significantly between groups. In every case, post-hoc comparisons showed $NLP > TA > Control$, confirming that both interventions substantially outperformed traditional instruction. These tests validate that the observed gains are not statistical flukes but reflect real learning.

In addition, the LSRW gains were substantial in magnitude. The NLP group improved by in Listening, Speaking, in Reading, and in Writing . The TA group gains were also not bad. By contrast, the control group's scores were essentially flat (+0.2, +0.1, +0.1, +0.1). These figures dramatically illustrate that tutored interaction is critical that without the intervention, six months of regular instruction produced negligible improvement.

To be precise, the proficiency test outcomes provide robust quantitative evidence of the interventions' efficacy. They show not only *statistical* significance (via t-tests and ANOVA) but *practical* significance is that the learners in the NLP

and TA groups moved from averages to intermediate proficiency in core skills. This leap has clear implications for ELT pedagogy.

7.6 Overview of Findings

The collective findings from both quantitative and qualitative analyses of this research converge on a consistent narrative that psychologically informed, interaction-focused interventions yielded substantial communicative gains, whereas traditional instruction did not. The results can be summarised under the following key points:

7.6.1 Linguistic Proficiency Gains (LSRW)

Both intervention groups demonstrated highly significant progress in Listening, Speaking, and Reading, with within-group improvement in Writing but that was not significant between groups. As noted above, paired t-tests within NLP and TA showed $p < .001$ for pre/post gains in listening, speaking, and reading, indicating that improvements were very unlikely to be due to chance. The effect sizes were considerable, for example, Cohen's d for speaking gains was large in NLP. Crucially, pre and post changes of the control group were non-significant (p -values .193-.417) across all four skills. This stark contrast underlines that standard instruction alone was insufficient to boost proficiency within the study period.

Between-group comparisons reinforced these conclusions. One-way ANOVA revealed highly significant group differences for each skill (all $p < .001$). Post-hoc analyses consistently showed that the NLP group outperformed both TA

and control, and that the TA group outperformed control group. For instance, NLP learners' posttest speaking means (17.2/20) were markedly higher than TA (14.8) and control (10.3). Thus, the evidence is clear that both interventions led to significantly better language outcomes than traditional teaching, with NLP producing the largest gains.

Notably, the improvements occurred in productive skills (speaking and writing). The NLP group's average speaking score rose was higher than other skills. These gains exceeded those in receptive skills (listening, reading), suggesting that reducing affective barriers had especially strong benefits for output. The TA group showed a similar pattern, though slightly smaller. The significance of these results is twofold, pedagogically, they imply that affective interventions can quickly translate into measurable competence; theoretically, they confirm that reducing learner anxiety and increasing engagement directly enhance communicative proficiency.

7.6.2 Enhanced Interactional Behaviour

The Interaction Questionnaire provided a multidimensional profile of how learners' classroom behaviour changed. Here too the data reveal pronounced effects of the interventions. In virtually every psychosocial category (anxiety, self-consciousness, motivation, attitude, etc.), the NLP and TA groups showed significant improvement while the control group did not. For example, in Category 10 ("Cultural Reasons"), the NLP group's mean score fell from 3.77 to 2.92 ($\Delta = -0.85$, $p < .001$) and TA from 3.67 to 3.10 ($\Delta = -0.57$, $p < .001$), whereas the

control group's score remained unchanged (3.77→3.69, $p = .698$). Similarly, paired t-tests across other categories (fear of mistakes, interaction blocks, motivation) were overwhelmingly significant for NLP and TA (most $p < .001$), but non-significant for control. The one-way ANOVAs confirm this pattern, that all ten categories showed significant group differences (many $p < .001$, one marginal at $p = .051$) with NLP and TA exhibiting lower (i.e. improved) scores than control.

In practical terms, these results mean that learners in the NLP and TA groups became less anxious, more confident, and more willing to participate after the interventions. Category mean on self-consciousness and anxiety dropped sharply that it indicates relief, and attitude or motivation scores rose. By contrast, the control group's scores remained same, reflecting almost no spontaneous change in behaviour over the same period. Importantly, the intervention-induced shifts in affect and attitude were not peripheral side-effects but core outcomes that reduced anxiety and increased initiative likely underpinned the language gains described above. In other words, as learners reported feeling "more open" and "less afraid," their speaking and listening performance improved correspondingly. This triangulation of quantitative data and participant feedback confirms the validity of the Interaction Questionnaire results.

Finally, it is worth noting the scale of the interactional gains. A composite gain measure (summing change across all questionnaire dimensions) averaged +27.7 for NLP and +23.1 for TA, versus only +2.6 for control. These figures convey the magnitude of change, the NLP learners transformed their interactional profiles much

more than TA, but both were far ahead of the stagnated control. Thus, the interventions can be said to have fundamentally reconfigured the classroom social climate.

7.6.3 Specific Contributions of NLP

The analyses highlight particular domains where NLP made a distinctive impact. In the NLP group, there was an especially large decrease in *fear of making mistakes* and *self-consciousness while speaking* (both categories dropping by over 0.7 points on a 5-point scale, $p < .001$). These reductions translated directly into more fluent oral performance. Many NLP students took noticeably more conversational initiative. Indeed, initiatives such as anchoring positive states appeared to foster a newfound confidence. Learners reported feeling mentally prepared before speaking, which is reflected in the speaking score gains in speaking for NLP. Likewise, writing improvements can be attributed to NLP goal-setting that learners set clear writing objectives and reframing so that errors were seen as learning.

NLP's power lay in reshaping learners' internal dialogue. The statistical outcomes, significantly higher posttest means for NLP in every skill and psychosocial category, suggest that NLP equipped students with cognitive tools (e.g. positive visualisation, meta-cognition) that broadly elevated their engagement and output. Student reflections corroborated this that many NLP participants explicitly noted reduced self-doubt and a stronger "can-do" attitude in English. In sum, NLP's internal focus paid off that it catalysed the largest affective shifts and the biggest

linguistic gains of all groups, validating the framework's role in promoting learner autonomy and self-efficacy.

7.6.4 Specific Contributions of TA

The TA intervention's unique contributions also align with the data. The TA group saw pronounced improvement in collaborative behaviours and emotional regulation. For example, the *rapport with teachers* and *interaction blocks* categories showed significant gains (TA group $p = .011$ in *rapport*, $p = .004$ in *interaction blocks*), indicating that TA activities successfully reduced interpersonal friction. The TA group's speaking and writing gains are slightly lower than NLP's, but remain substantial. Importantly, the strengths of TA emerge in the qualitative realm that learners often credited role-plays and stroke games with making them less defensive and more supportive of peers. This subjective shift is consistent with the improved questionnaire scores, for instance, 72% of TA participants reported being better able to handle correction without offence.

The statistical portrait is clear that TA produced steady, balanced progress. Its average interaction gain was +23.1, only marginally below NLP. The posttest LSRW scores for TA all rose significantly from pretest. Therefore, TA should be seen as a viable complement to NLP - it may not punch as high in raw test scores, but it effectively transformed the affective and social dynamics of the classroom, which is a crucial foundation for learning.

7.6.5 Learner Reflections and Qualitative Feedback

Participants' own perspectives provide a coherent qualitative account of the changes measured quantitatively. After the interventions, many students (in both NLP and TA groups) described the classroom as *more emotionally safe and inclusive*. For example, many learners noted that they could "speak up without fear" and that mistakes were treated as natural parts of learning. These comments mirror the large drops in anxiety and increases in classroom participation captured by the questionnaires. Students also remarked that they felt "heard" by peers and teacher for the first time, suggesting that the improved rapport scores had observable classroom counterparts. Collectively, these reflections corroborate the statistical findings that the affective climate became more positive, and learners were better able to concentrate on tasks, which likely contributed to their stronger test performance.

Notably, many students framed their progress in terms beyond exams that they expressed feeling more empowered, motivated, and prepared for real-life communication challenges. Such testimonials validate the educational significance of the interventions. Even without quantifying every learner comment, it is clear that the intervention groups perceived their gains as meaningful and multifaceted. In essence, the personal narratives reinforce the data-driven conclusion that the NLP and TA approach yielded both affective and cognitive benefits in English classroom.

7.7 Pedagogical Implications

The results of this study carry significant implications for ELT practice and curriculum design. First, the efficacy of the NLP and TA modules suggests that teacher training must expand beyond traditional methodology. Educators should be equipped with basic NLP and TA tools so they can foster positive states and healthy interactions in class. By integrating techniques such as goal-setting, reframing, and reflective exercises into lesson plans, teachers can help students build confidence and resilience. In the context, teachers can alternate their roles fluidly, such as affectionate Adult, firm Parent, playful Child etc., in response to learners' affective needs.

Second, the transformation from a passive to an active classroom model demonstrated by the interventions indicates that curricula should be redesigned to centre on student autonomy. Instead of treating speaking or writing practice as isolated skills, these should be embedded within a framework of learner-driven interaction. For example, an ordinary discussion might begin with NLP-based visualisation of communication goals, and end with TA-style peer feedback focused on life-position awareness. The positive results suggest that embedding such psychological strategies systematically encourages learners to take ownership of their learning.

Third, addressing affective and cognitive inhibitors should become an explicit part of language teaching. Both NLP and TA modules in this study systematically tackled fear of failure, anxiety, self-doubt, and social anxiety. The

success of these interventions shows that *ignoring* such factors can leave hidden gaps in learning. Teachers might, for instance, routinely check in on students' confidence levels or incorporate short relaxation or affirmation rituals before challenging tasks. The findings reveal that when these inhibitors are reduced, even conventional LSRW activities become more effective (as seen in the control vs. intervention disparities). In other words, the heart of communicative competence lies not just in grammar or vocabulary, but in learners' willingness to use them without fear.

Finally, the outcomes of the study suggest that the role of teachers must evolve. In an NLP or TA-informed classroom, the teacher shifts from authoritative disseminator of knowledge to facilitator of psychological empowerment would double the outcome. The interventions required instructors to become reflective practitioners that monitoring group dynamics, providing positive strokes, and adapting pacing to learners' affective states. This model implies that successful language teaching is as much about interpersonal sensitivity as it is about instructional skill. Teacher training programmes, therefore, should incorporate elements of counsellor training and emotional intelligence, in addition to language pedagogy.

Together, these pedagogical implications form a paradigm shift that from teaching that privileges content over learner affect, to a holistic model that sees psychological engagement as the bedrock of language learning. The findings of this study suggest that such a shift is both feasible and beneficial in practice.

7.8 Limitations of the Study

Despite these encouraging findings, certain limitations must be noted. The sample for this quasi experimental research, although sufficient for statistical analysis, was drawn from a single institution, which may limit generalisability. The interventions spanned only twenty-four weeks; thus, the long-term retention of gains was not tested. Random allocation to groups was constrained by practical considerations, so complete experimental control was not achieved. Additionally, the Interaction Questionnaire and reflections depend on self-report, which carries inherent subjectivity. It is also possible that novelty effects such as learners' excitement at a new approach, contributed to some gains, though the strength and consistency of the results suggest genuine learning effects. Future research could address these issues by extending the timeline, broadening the participant pool, and including follow-up assessments. Nonetheless, within its scope, this study's rigorous design and comprehensive measures provide a reliable account of the impact of the interventions in the ELT classroom.

7.9 Closing Statement

This quasi-experimental research confirms that meaningful learning of English (communication skills) occurs when learners participate in interaction that is psychologically secure and socially reciprocal. Neuro-Linguistic Programming and Transactional Analysis proved to be effective instruments for cultivating such interaction. The study emphasises that improvement in communication is not merely a linguistic process but a transformation in the learners emotional and interpersonal

engagement with language. By establishing the practical and theoretical significance of affective mediation in classroom communication, the thesis contributes to the ongoing development of humanistic and interaction oriented English Language Teaching.

Chapter Eight

Recommendations

The present study generated robust evidence that psychologically-inspired interventions can significantly enhance learner interaction and English-language proficiency in an ESL classroom. Both quantitative and qualitative data showed that the NLP and TA groups achieved marked gains across communicative skills (especially speaking and writing) compared with the control group. In particular, the pretest and posttest analysis of Interaction Questionnaire revealed substantial improvements in learners' psychosocial dispositions, the NLP group's average interaction score rose to a large level points and also the TA group between pretest and posttest. At the same time, interaction gains of the Control group were minimal, and no significant improvement was seen in its language scores. These outcomes affirm the pedagogical value of NLP and TA in ELT.

However, the study's scope and design impose certain limitations that should be addressed in future research. The intervention lasted only twenty-four weeks involved a single academic institution in a rural Indian setting, and was delivered in a face-to-face format. The reliance on this relatively short timespan and homogenous sample means the durability and generality of the findings remain untested. Accordingly, the following subsections propose specific avenues for further inquiry. Each recommendation draws on current results (including statistical effect sizes, group comparisons, and emergent themes) and on theoretical and practical

considerations in ELT. Together, these proposals aim to advance the field's understanding of NLP and TA methodologies, and to situate them within diverse educational and policy contexts.

8.1 Research-based Recommendations: Longitudinal Studies of NLP and TA Interventions

While the 24-week intervention produced statistically significant gains in all four language skills and nearly all psychosocial dimensions, its duration precludes conclusions about long-term retention. The present work demonstrated that learners in the NLP and TA groups improved their willingness to communicate, confidence, and LSRW performance significantly. Nevertheless, it remains unclear whether these improvements endure beyond the immediate instructional period. For instance, will students retain their reduced foreign-language anxiety and increased self-efficacy one year later? Longitudinal research, spanning one to three years, is needed to determine the stability of the observed gains. Such studies could administer follow-up Interaction Questionnaires and proficiency tests at regular intervals post-intervention. They would reveal whether the confidence and communicative autonomy fostered by NLP and TA persist, increase, or fade once formal instruction ends.

Additionally, extended studies could investigate secondary outcomes that shorter experiments cannot capture. For example, researchers might track students' academic trajectories such as NLP TA-trained learners could pursue more advanced English courses. Future studies may investigate whether these interventions

influence learners' long-term academic or professional trajectories by correlating early intervention participation with long-range achievements (e.g. job placements in international settings), one could assess whether NLP and TA act as transient boosters or as transformational experiences with durable impact.

Longitudinal designs might also incorporate mixed methods to understand retention mechanisms. Qualitative interviews conducted months after the interventions could explore how students internalise (or forget) the techniques of anchoring, reframing, and ego-state awareness. Does journaling begun during the study become a lifelong habit? Are mini-lectures using TA concepts still recalled in later communication? Observational or diary studies in subsequent courses could reveal if alumni of the NLP or TA modules self-initiate strategies learned earlier (e.g. anchoring calmness before presentations). To conclude, multi-semester or multi-year follow-ups would clarify whether NLP and TA function mainly as short-term accelerators of engagement or as enduring shapers of learners' communicative identity.

8.2 Application in Varied Sociocultural and Educational Contexts

The sample of this study was drawn from a single college with learners sharing similar socio-educational backgrounds and an English-medium curriculum. As such, cultural and institutional factors may limit generalisability. Future research should test the interventions across diverse settings to see how sociocultural variables moderate their effects. For example, comparative trials could implement the same NLP and TA modules in rural colleges, urban high schools, and semi-urban

community colleges. Each context carries different norms of classroom participation that in some regions, students may have had minimal exposure to interactive pedagogy or speak English infrequently outside class. By conducting parallel studies in these environments, researchers can evaluate the scalability of results.

Cross-cultural validation is similarly important. The present findings were obtained in an Indian context with its specific attitudes toward authority, error, and peer interaction. Expanding the research to other countries, for example, non-Anglophone Asian or African institutions, could test whether NLP and TA yield comparable benefits where first languages and cultural attitudes differ. Within India itself, there are vast variations such as different states have different first languages, teaching practices, and levels of teacher-student formality. Implementing the interventions across multiple states or linguistic zones would reveal how factors like regional schooling systems or caste or gender norms interact with psychological pedagogy. Indeed, examining demographic subgroups (gender, socio-economic status, first-generation learners, etc.) is crucial. Chapter 6 of this study found that all psychosocial categories improved under NLP and TA, but individuals may have started at different baselines. Future work should measure whether initial anxiety or motivation levels (or personality traits like introversion and extroversion) predict how much each learner benefits. In practical terms, stratified or multivariate analyses could determine if, for instance, under-confident first-generation students gain more (or less) from anchoring techniques than their peers.

These comparative and cross-institutional designs will ensure that NLP and TA are not viewed as culturally neutral panaceas, but rather as interventions that must be dynamically adapted. For instance, an NLP anchoring exercise involving self-affirmation might require modification if students in a given culture are not accustomed to overtly expressing confidence. Similarly, TA's "I'm OK, You're OK" exercises may need linguistic or contextual reframing when English proficiency levels are lower. When all aspects are considered, the future studies should probe the adaptability of psychological ELT across rural and urban divides, different school boards, and cultural norms. Such work would illuminate both the universal mechanisms (e.g. anxiety reduction) and the local factors (e.g. power distance in classrooms) that shape the outcomes in English classroom.

8.3 Comparative Affective Pedagogies and Integrative Models

Comparative investigations among affective methodologies such as NLP, TA, mindfulness, and positive psychology, can establish an evidence-based taxonomy of affective interventions for ELT. The results of the present study demonstrate that affective pedagogies possess the potential to transform the ELT classroom. It follows that future research should compare NLP and TA directly with other emotion-centered frameworks. For instance, mindfulness-based language instruction has gained popularity in recent years, aiming to cultivate present-moment attention and stress reduction in learners. Similarly, explicit training in emotional intelligence (EI), teaching learners to recognise and manage emotions in themselves and others could offer alternate routes to the same goals. Comparative studies might

randomise classes into NLP, TA, mindfulness, EI, and control groups, all otherwise receiving the same syllabus. By measuring the same LSRW outcomes and interaction dimensions, researchers could see which methods yield the greatest anxiety reduction or confidence gains.

The findings in this study already hint at underlying similarities. The qualitative theme of enthusiasm for example, speaks to increased intrinsic motivation and lower affective filter, outcomes that both mindfulness and EI are designed to achieve. Likewise, the observed rise in *voluntariness* (willingness to initiate communication) aligns with constructs like self-efficacy and autonomous motivation emphasised in these approaches. A direct comparison would also test the pedagogical trade-offs. NLP's anchoring and visualisation tasks may be particularly effective in fast-boosting speaking fluency, whereas mindfulness training (through breathing exercises or meditation) might require more time but have deeper impacts on sustained attention. Only empirical trials can determine whether one approach or a blended model is optimal.

Furthermore, crossover studies could examine if combining methods yields synergies. For example, a module might interweave TA's ego-state dialogues with brief mindfulness pauses. It is recommended that future researchers examine whether hybridised models enhance or dilute the distinctive impact of each approach. Crucially, any comparative work must be grounded in the same rigorous instruments used here such as validated interaction questionnaires and proficiency tests, to ensure that gains are measured uniformly. In short, by benchmarking NLP

and TA against other affective pedagogies, future research will clarify the relative strengths of each and guide integrative curriculum development. As already suggested, such efforts will position NLP and TA within the broader conversation on learner affect and ELT innovation.

8.4 Pedagogical and Professional Recommendations: Teacher Training Modules and Material Standardisation

The present study relied on the researcher (as a trained facilitator) to deliver the NLP and TA interventions. For these methods to be practical at scale, clearly articulated teacher training and standardised materials are essential. Future research should therefore focus on developing comprehensive training modules for ESL instructors. This entails creating detailed lesson plans, activity guides, and instructional videos that encapsulate the techniques of anchoring, reframing, ego-state analysis, and so forth. Pilot studies could evaluate such teacher-training packages such as, for example, novice teachers could be randomised to receive an NLP and TA workshop versus standard methodology training, and their subsequent classroom outcomes could be compared.

Additionally, material standardisation should extend to learner resources. In this study, students wrote some journals and participated in role-plays based on the facilitator's prompts. Moving forward, researchers could construct a formal "curriculum" of NLP and TA activities, complete with scripted exercises, reflective journals templates, and multimedia aids. These materials would need to be field-tested and refined for clarity and cultural fit. Once developed, teacher feedback

should be collected that educators might comment on usability, time required, and observable student response. In this way, a body of pedagogical resources could emerge that is replicable across institutions.

The importance of such work is stressed by the findings on teacher-centered dynamics. Although the study did not formally measure teacher experience, it is observed in-class that instructor affect and style influenced student engagement. Future research could include surveys or observations of teachers using these methods such as do they find emotional anchoring sustainable, or do they require their own affective support? Developing standardized teacher modules would allow such research, by ensuring consistency across classrooms. Furthermore, alignment with existing certification requirements should be explored, for instance, studies might examine how NLP and TA content could be integrated into B.Ed. curricula. Ultimately, systematic teacher training initiatives would help to take NLP and TA from the realm of experimental intervention to mainstream ELT practice.

8.5 Mechanisms of Psychological and Interactional Change

A key insight from this study is that NLP and TA interventions produced measurable shifts in learners' psychological states, which in turn appeared to mediate language outcomes. For example, both interventions dramatically reduced *self-consciousness while speaking* (Category 5) - the NLP group's mean fell by -1.37 and TA group by -1.06, yielding very large effect sizes ($d \approx 1.96$ and 1.21). Similarly, *foreign language anxiety* (Category 6) dropped by over 1 point in both groups. Parallel gains were seen in motivation and attitudes (see Chapter VI), whereas the

Control group showed negligible change. These results suggest that the NLP and TA modules worked by first lowering affective barriers (fear, anxiety) and improving self-perceptions, which then enabled more active participation.

Future research should probe these mediational pathways more explicitly. For instance, a study could measure not only pre or post skill levels and interaction scores, but also intermediate constructs like self-efficacy, growth mindset, or attentional control. Structural equation modelling or path analysis could then test whether reductions in anxiety statistically mediate the relationship between the intervention and language gains. Qualitative methods could complement this that interviews or think-aloud protocols might capture how specific techniques felt to learners. For example, an explanatory mixed-methods study might link quantitative drops in “fear of mistakes” (Category 2) to journal excerpts where students describe reinterpreting errors as learning opportunities.

Another promising direction is to examine the neurocognitive correlates of these changes. If resources allow, researchers might employ measures such as heart-rate monitoring during speaking tasks (to gauge anxiety) or eye-tracking (to assess engagement) both before and after NLP and TA training. Such data would reveal the physiological and attentional shifts underlying the self-reports. Likewise, discourse analysis of classroom talk could identify whether and how interaction patterns qualitatively change, for instance, whether students use more supportive language with peers (indicative of TA’s positive strokes) or refer to visual anchors (NLP rapport-building). In short, unpacking *how* these interventions work, in other terms, what happens inside learners’ minds and social exchanges, is crucial. This will entail

interdisciplinary collaboration (drawing on psychology, neuroscience, and conversation analysis) to map the chain from intervention activities to emotional shifts to linguistic performance.

8.6 Influence of Learner Individual Differences

Learners are not a homogeneous group, and individual differences likely moderated the effects of NLP and TA. While the present study did not stratify by personality or aptitude, the results hint at this complexity. For example, the correlation analysis showed that the relationship between interaction gains and proficiency gains was *strong* in the NLP group (speaking and writing correlations $r \approx 0.89$ and 0.85) but only *moderate* in the TA group. This suggests that learner traits (such as comfort with introspection versus social structure) could influence which method is more effective for each student. Future research should explicitly investigate moderators such as learning style, anxiety level, extroversion or introversion, and cultural identity.

One approach would be to administer established individual-differences inventories (e.g. the Big Five personality scale, a language anxiety questionnaire, or a visual/auditory/kinesthetic preference survey) alongside the pretests. Researchers could then see if, say, high-anxiety students benefit more from NLP's imagery techniques, whereas socially withdrawn students gain more from TA's group role-plays. Demographic factors also invite attention. As noted earlier, factors like gender, caste, first-language background, and parental education may all shape classroom participation. Multivariate analyses could reveal, for instance, if female

students in a given context show different patterns of anxiety reduction compared to male students.

Additionally, the influence of prior achievement and motivation levels should be studied. Did stronger students (with higher initial English scores) exhibit smaller relative gains simply due to a ceiling effect? Or did lower-proficiency students show slower progress because of lexical limitations, despite affective boosts? Longitudinal and mixed-methods designs could help answer these questions. By identifying which subsets of learners respond best to which techniques, future studies can support more personalised pedagogy. For example, a finding that visual learners particularly internalise NLP anchors might lead to differentiated groupings in classes. In general, attending to learner differences will make the interventions more equitable and tailored, and will add nuance to the current model of one-size-fits-all affective strategy.

8.7 Curricular and Policy Recommendations

Finally, the implications of this study extend beyond research into curriculum design and educational policy. The demonstrated efficacy of NLP and TA suggests that language curricula should formally incorporate these frameworks as part of pedagogical standards. For example, curriculum developers could integrate modules on psychological skills (such as error reappraisal or positive visualisation) into existing syllabi. Pilot projects might involve adding an explicit “Affective Skills” component to English courses, with assessment criteria for interactional competence alongside grammar and vocabulary. This approach aligns

with the finding that interaction-rich, learner-centred syllabi yield greater second language fluency.

At the institutional level, teacher-education programs and certification bodies should consider including NLP and TA training. In-service teacher training, for instance, could offer workshops on anchoring exercises or ego-state theory. Educational policy-makers (school boards, universities, state education departments) might fund interdisciplinary research centres or lab-schools to refine and promulgate these methods. Some tangible steps would include updating language-teaching guidelines to mention affective strategies, allocating time in the school day for reflection journals or group process work, and establishing metrics for classroom participation in school evaluations. The implementation of these policies can create an educational ecosystem that recognises emotional intelligence and interactional competence as core dimensions of language education

To conclude, these recommendations collectively advocate for a psychologically informed communicative pedagogy that unites theory, practice, and policy. By embedding affective frameworks such as NLP and TA within teacher education, curriculum design, and institutional policy, English language teaching in India can evolve into a more holistic, inclusive, and interactionally empowered discipline and in turn it will ensure better outcome inside and outside the classroom.

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Appendix A

Interaction Questionnaire (Pretest and Posttest Versions)

Part 01

1. Overview

This Interaction Questionnaire was developed to assess the interactional dimensions of English communication among undergraduate learners quantitatively. It was administered before and after the intervention to all three groups (NLP, TA, and Control). The instrument consists of ten categories, each with five statements, rated on a 5-point Likert scale.

2. Scoring and Analysis Procedure

Each statement is rated on a 5-point Likert scale (1-5). Responses are grouped under the ten categories listed below. Mean scores are computed for each category during pretest and posttest phases. The difference between pretest and posttest means was statistically analysed using t-tests.

Likert Scale Key

Scale Value	Response Description
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Name and Code of the Student:
Class:
Semester:
Age:
Group Name:

Interaction Questionnaire – Quantitative Items

Category 1 – Interaction Pattern in Classroom

Quantitative Statements:

Sl. No.	Statement	1	2	3	4	5
1	I find it easy to participate in classroom discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I regularly contribute answers during class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I initiate conversations or ask questions without prompting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I feel confident when speaking in front of my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I actively engage with peers during group tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 2 – Fear of Making Mistakes

Sl. No.	Statement	1	2	3	4	5
1	I avoid answering questions because I might be wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I feel anxious when asked to speak in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I worry about making grammatical errors while speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I feel embarrassed when I make a mistake in front of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I prefer to stay silent rather than risking being incorrect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 3 – Rapport with Teachers

Sl. No.	Statement	1	2	3	4	5
1	I feel respected by my teacher during classroom interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My teacher listens to me and responds supportively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I feel encouraged by my teacher to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I find it easy to ask my teacher for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I feel anxious when speaking with my teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 4 – Initiation Issues

Sl. No.	Statement	1	2	3	4	5
1	I hesitate to initiate conversation in English during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I rarely start discussions or ask questions voluntarily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I feel nervous when initiating interaction with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I avoid being the first to speak in classroom tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I feel motivated to initiate communication in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 5 – Self-Consciousness While Speaking

Sl. No.	Statement	1	2	3	4	5
1	I feel embarrassed when speaking English in front of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I worry that others will laugh at me if I make a mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I become nervous when speaking aloud in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I feel uncomfortable when asked to share my opinion verbally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I feel self-aware and tense while speaking English in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 6 – Foreign Language Anxiety

Sl. No.	Statement	1	2	3	4	5
1	I feel tense when I have to speak English in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I am afraid that my classmates will laugh at me when I speak English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I worry about being judged when I speak in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I feel my mind goes blank when I try to speak English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I feel nervous even if I am prepared to speak English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 7 – Classroom Interaction Blocks

Sl. No.	Statement	1	2	3	4	5
1	I find it hard to express my thoughts clearly in classroom discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I avoid participating in class even when I know the answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I feel that classroom interaction is dominated by a few students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I worry that my ideas are not valued in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I feel comfortable interacting with peers during lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 8 – Attitude of the Students

Sl. No.	Statement	1	2	3	4	5
1	I feel positive about learning English in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I believe English will be useful in my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I enjoy participating in English class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I try to improve my English skills outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I feel motivated to do well in English class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 9 – Lack of Motivation

Sl. No.	Statement	1	2	3	4	5
1	I do not see the point of learning English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I feel unmotivated to improve my English skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I do not care about participating in English class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I lack the drive to practise English outside of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I often think English learning is a waste of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category 10 – Cultural and Religious Reasons

Sl. No.	Statement	1	2	3	4	5
1	I feel that speaking English distances me from my cultural identity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I worry that others in my culture may disapprove of me speaking English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Using English feels like rejecting my mother tongue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I feel guilty when I use English instead of my native language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I sometimes think learning English is a form of cultural betrayal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interaction Questionnaire – Qualitative Items

Category 1 – Interaction Pattern in Classroom

Qualitative Statements:

Sl. No.	Question
1	In my English class, I think my teachers' talk dominates very much.
2	In my class, students seldom speak to the teachers during lessons.
3	In my class, the teacher gives open-ended questions.
4	Teachers of English give more number of pair/group works in the class.
5	I love interacting with my friends outside my classes.

Category 2 – Fear of Making Mistakes

Sl. No.	Question
1	While interacting in English, I am afraid/nervous about making mistakes in grammar.
2	I am not a confident speaker of English.
3	Even though I know how to interact in English, when I open my mouth I fumble for words in classroom.
4	I had faced strong criticism at least once in my life for making mistakes while speaking/writing in English.
5	I don't have any fear while speaking in Malayalam to my friends and teachers.

Category 3 – Rapport with Teachers

Sl. No.	Question
1	I have good rapport with our teachers inside the classroom.
2	I have rapport with our teachers outside the classroom.
3	I have received support from teachers for speaking in English when I fumble for words.
4	Teachers of English hold high self-esteem upon their students.
5	I feel comfortable when my English teachers use Malayalam inside the classroom.

Category 4 – Initiation Issues

Sl. No.	Question
1	I am very shy to start a conversation in English inside and outside the classroom.
2	I always expect my teacher to initiate conversations in English.
3	When I speak in group, I never take initiative to speak in English.
4	I find it difficult to take initiative to present anything in English.
5	I usually take initiative to speak no matter where I belong to.

Category 5 – Self-Consciousness While Speaking

Sl. No.	Question
1	When I speak in class, I feel like everyone is watching me and that hinders my speech.
2	I lose attention on my words and sentences when I speak to a group in English.
3	Whenever I speak in English, my inner voice pumps fear and nervousness inside me.
4	I am afraid of others' judgment and avoid social expressions.
5	Even in easy circumstances, anxiety affects me while speaking English.

Category 6 – Foreign Language Anxiety

Sl. No.	Question
1	I feel anxious about English in anticipatory communication situations.
2	I believe speaking in English needs a great amount of intellect and special power.
3	I have high regard for those who speak fluent English.
4	No matter what level I try, I cannot speak English fluently.
5	I feel anxiety while writing in English.

Category 7 – Classroom Interaction Blocks

Sl. No.	Question
1	The present classroom pattern hinders possible interactions.
2	Textbook-based methods hamper my interaction.
3	Teacher-centred interactions make me silent and reduce my interest.
4	My personal character traits block me from interacting with peers and teachers.
5	I want to improve my interaction skills to become a better communicator.

Category 8 – Attitude of the Students

Sl. No.	Question
1	I don't like English because it seems tough.
2	I think English study is a herculean task for me.
3	Speaking or interacting with others requires higher-level English.
4	People judge others easily based on mistakes in English.
5	I don't want to give much attention to English.

Category 9 – Lack of Motivation

Sl. No.	Question
1	I don't take special effort for learning English because it is tough.
2	Textbook English is only for marks; I don't use it outside classroom.
3	I don't have positive vibes while studying English.
4	Since I know I cannot improve much, I don't try to learn English.
5	My motivation to study English is inconsistent.

Category 10 – Cultural and Religious Reasons

Sl. No.	Question
1	English belongs to westerners; it has no special relevance to me.
2	English is a weapon by which students go astray.
3	My parents discourage speaking English at home.
4	English language and my faith move in opposite directions.
5	Speaking English may make me misunderstood among my people.

Appendix B

English Proficiency Test (EPT)

Purpose and Alignment

The English Proficiency Test (EPT) designed as a standardized, reliable instrument to assess proficiency in the four core language skills- Listening, Speaking, Reading, and Writing (LSRW) - aligned with the Common European Framework of Reference for Languages (CEFR) levels A1–B2 having real-life communicative scenarios, and statistically validated rubrics ensured both pedagogical authenticity and research reliability.

It served as both Pretest and Posttest to evaluate linguistic improvement following the classroom intervention. The test was administered to undergraduate ESL learners in an Indian academic context.

EPT Questionnaire

Student Name	
Class and Semester	
Research Group Code:	
Student Code:	

Section A: Listening Assessment Tasks (20 Marks)

CEFR Level	Task No.	Task Type / Activity	Description / Instructions	Marks
A1 – A2	01	Short conversation / dialogue comprehension	Listen to a short dialogue between two students and answer comprehension questions based on the audio. (5 multiple-choice questions)	05
A2	02	Announcement / Radio / News bulletin	Listen to a 2-minute announcement, radio or news bulletin and respond briefly. (True / False questions)	05
B1	03	Academic talk	Listen to an academic talk and answer WH-type comprehension questions.	05
B2	04	TED-style talk summary	Listen to a TED-style talk and summarise the key ideas and supporting points.	05

Assessment criteria: Comprehension, inference, and attention to detail.

Section B: Speaking Assessment Tasks (20 Marks)

CEFR Level	Task No.	Task Type / Activity	Description / Instructions	Marks
A1	01	Self-introduction	Introduce yourself briefly with details such as name, place, course, hobbies, aspirations, and interests. The task assesses clarity and confidence in simple personal communication.	05
A2	02	Picture Description	Describe a given picture or a personal memory. Focus on using simple sentences and relevant vocabulary.	05
A2 – B1	03	Role-play / Interactive Task	Perform a short interactive role-play such as booking tickets, discussing a project, explaining a plan, or helping a tourist. The task measures spontaneity and communicative ability.	05
B1 – B2	04	Short Talk / Picture-based Speaking	Describe a given picture or speak on a familiar topic for one minute. Emphasis is on coherence, organisation, and sustained speech.	05

Mode of Conduct: Orally administered, one-on-one or in pairs, and recorded for evaluation.

Assessment Rubric: Fluency, coherence, grammar, pronunciation, and interactive competence.

Section C – Reading Assessment Tasks (20 Marks)

CEFR Level	Task No.	Task Type / Activity	Description / Instructions	Marks
A1 – A2	01	Email / Note Comprehension	Read a short email or note and answer five multiple-choice questions based on the content and context.	05
B1	02	News Article Comprehension	Read a short news article and respond to comprehension questions focusing on main ideas, facts, and opinions.	05
B1	03	Blog Post Analysis	Read a blog post and analyse the tone, purpose, and implied meanings through short response questions.	05
B2	04	Academic Passage with Critical Response	Read an academic passage on a relevant topic and respond critically through vocabulary and inference-based questions.	05

Measured comprehension, vocabulary, and interpretive ability through short texts from various genres.

Assessment Rubric: Comprehension, vocabulary, inference, and critical interpretation.

Section D: Writing Assessment Tasks (20 Marks)

CEFR Level	Task No.	Task Type / Activity	Description / Instructions	Marks
A1 – A2	01	Informal Email	Write an informal email to a friend describing your recent experience or sharing news. Focus on personal tone, clarity, and grammar.	05
A2	02	Paragraph Writing	Write a short paragraph describing an event or experience. Emphasise sequence, coherence, and correct sentence formation.	05
B1	03	Short Essay	Write a short essay of around 150 words on a familiar topic such as 'The Importance of Communication in Daily Life'.	05
B2	04	Opinionated Response / Functional Writing	Write a 200-word opinion-based or situational piece. Examples: (a) an email to a teacher requesting feedback, or (b) a notice inviting students to an English Speaking Week.	05

(Evaluated ability to organise ideas, apply grammar, and express opinions in writing)

Assessment Rubric: Grammar, structure, coherence, vocabulary, and argumentation.