

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter covers the explanation of related theories which is used in the research such as teaching speaking, HLP and the students' perception. The teaching speaking part includes the description of concept, the importance and the problems. The HLP part consists of the explanation of concepts, types and benefits. The perception part outlines the types of perception itself.

#### **2.1 Teaching speaking**

Generally, speaking can be defined as the activity of expressing ideas through the organ of speech. Moreover, Tarigan (2015), stated that speaking refers to the ability to pronounce articulation sounds or words that express, state and convey thoughts, ideas and feelings. Speaking competence involves several components such as pronunciation, vocabulary, grammar, discourse management, and interactive skills (Goh and Burns, 2012).

One of the ways to improve an individual's speaking skills is by teaching him or her to speak. Furthermore, Rhicards (2015) said that the teaching of speaking involves developing learners' communicative competence in spontaneous interactions, focusing on fluency, accuracy, and appropriateness of expressions. This means that speaking instruction should not only cover linguistic forms, but also train learners to use the language effectively in real-time communication.

The goal of teaching speaking is to help learners enhance their speech output (Ismayilzada and Nigar, 2022). This involves not only the mechanical aspects of speaking but also the broader goal of effective communication. The overarching aim is to help students develop the skills and strategies they need to interact meaningfully in real-world contexts, whether in casual conversations, formal presentations, or more complex discussions.

However, there are some challenges in teaching speaking. The first challenge is the difference between the linguistic elements of the source language and the target language. Safei and Salija (2018) stated that the source language is the original language of the text of a speech, and the target language is the other language of the translation. In the context of teaching English to Indonesian students, Bahasa Indonesia is the source language, while English is the target language. Teaching English to Indonesian students may be different from teaching English to other countries. Fauziati (2014) said that how to teach a foreign language to students is different. The different elements of both languages (source language and target language such as syntax, morphology, phonology and so on make teaching speaking difficult.

The second challenge is poor communication skills. Teaching is a part of communication activity. According to Rajagopalan (2019:6), 'teaching is a scientific process, and its major components are content, communication and feedback.' Thus, communication skills are needed in teaching activities. In contrast, poor communication skill becomes a problem in teaching. Hidayat (2018) stated that poor communication in the class makes the teacher find difficulty in managing the class. This can lead to a lack of student engagement, confusion about lesson content, and an overall disruptive classroom environment. Effective communication, both verbal and non-verbal, is crucial for establishing clear expectations and fostering a positive learning atmosphere. In conclusion, effective communication skills are essential for successful teaching, as they facilitate content delivery, classroom management, and student engagement. Poor communication can hinder the learning process, leading to confusion, disengagement, and a disruptive environment.

The third challenge is the lack of student motivation. Generally, motivation can be defined as the reason why a person acts in a certain way or the drive that energizes behavior to achieve a goal. Moreover, Tohidi and Jabbari (2012) said that motivation is the force that causes movement in humans. It can be concluded that motivation is the driving force that energizes behavior and directs individuals toward achieving their goals. In the teaching context, Amelia et al

(2024) stated that students' motivation was the most crucial factor that influences the learning process where teachers must recognize that motivation has a significant impact on students to make the process of teaching and learning effective. High motivation pushes the students to achieve their goals, but the lack of students' motivation decreases the desire of the students to achieve their goals. Thus, the lack of students' motivation is one of the challenges for teachers in teaching speaking in the classroom.

## **2.2 Teaching technique of speaking**

This section clarifies the concept, importance, and problems related to the teaching technique of speaking. They are crucial elements in the process of teaching as speaking enables learners to actively engage in communication and effectively express their thoughts. Understanding these aspects is essential for developing effective teaching strategies that enhance learners' speaking abilities.

### **2.2.1 The concept of teaching technique**

Generally, technique refers to a particular way of doing something, in which you have to learn special skills. Kuamr (2022:507) added 'teaching techniques are unique ways of carrying out a particular task, in the teaching and learning process.' Based on the definition before, it can be concluded that teaching technique can be the particular way to do teaching activities to acquire a particular outcome for the students.

Kuamr (2022) classified some types of teaching techniques such as lectures, talks, and conferences. A lecture is a teaching technique where a teacher provides information to the students orally. Usually, the teacher talks in front of the class and the students listen and record information delivered. Lecture is often applied to deliver theory or concept in the learning activity. Then, a talk is a verbal communication conducted by a person to an audience. It involves sharing information or conveying thoughts on a particular topic or subject. Next, a

conference refers to a formal meeting or gathering where individuals come together to discuss specific topics. Conferences can vary in size, scope and format

### **2.2.2 The importance of teaching technique of speaking**

Teaching techniques are widely used across educational settings to support effective instruction. They not only help teachers deliver content more efficiently but also enhance students' learning experiences. These techniques serve various purposes, such as improving understanding, fostering engagement, and supporting learning outcomes. Here are further description:

#### **1. Enhancing students' understanding of the subject matter**

The effective use of teaching techniques helps students better understand the material and reduces the monotony of learning environments. Sharafovna and Islomovna (2021) found that techniques such as the use of visual aids can replace monotonous teaching approaches, creating a more engaging classroom atmosphere. When students experience successful and enjoyable learning, they tend to develop a deeper personal understanding of the subject matter. Furthermore, students perceive visual aid sessions as useful and relevant, especially when they are directly related to the course content.

#### **2. Creating optimal learning outcomes**

Teaching techniques are crucial in determining the quality of learning experiences and outcomes. According to Malta et al. (2023), teaching technique is very essential in optimizing the learning outcome, as it directly affects how learners absorb, process, and apply knowledge. Therefore, selecting and applying the right techniques can significantly enhance student engagement and academic success.

#### **3. Affecting learning engagement**

Proper teaching technique can enhance students' learning engagement. Zhang et al. (2024) stated that the way teachers deliver instruction not only directly influences students' engagement, but also indirectly affects it through students' perceptions of the teacher. In other words, how students view their teacher's clarity, enthusiasm, and supportiveness can mediate the impact of

teaching techniques on their willingness to participate and stay motivated in the learning process.

### **2.2.3 Problems of implementing teaching technique**

Effective teaching techniques are crucial in promoting student learning, yet several challenges can hinder their successful implementation. However, there are three issues in implementing it such as improper selection of teaching media, lack of student engagement, and monotonous teaching methods which can significantly impact the quality of instruction. Those issues will be further elaborated in the following:

#### **1. Teaching media selection**

Marhamah et al (2022) explained that teaching media is a mode and learning message to students that can help teachers to improve students' learning achievement. Media helps bridge the gap between theoretical knowledge and practical application, offering students a more immersive and interactive learning environment. Nevertheless, Inappropriate teaching media selection may lead to difficult situations in teaching. Ghafar (2023) stated that one of the confrontations faced by teachers in teaching is the inappropriate of teaching media. English textbooks and other resources should be selected carefully by English educators to create effective teaching activities.

#### **2. Lack of student engagement**

Students' engagement plays an important role in teaching. When students are actively engaged, they are more likely to participate in discussions, ask questions, and seek a deeper understanding of the subject matter. Engaged students also tend to take more responsibility for their learning, which fosters a sense of ownership and a stronger connection to the material. Simonsen and Syvertsen (2023) stated that lack of dialog, as one of the teaching techniques, identifies the lack of student engagement and dynamic interaction as the major problem in synchronous meetings in the classroom. Thus, the teacher needs to enhance the students' engagement.

#### **3. Monotonous teaching technique selection**

Teaching speaking skills has been undervalued and most of the teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills (Malavika and Krishnan, 2021). These monotonous techniques can limit students' opportunities for authentic communication and fail to encourage the development of critical speaking skills needed for real-world situations. Instead of fostering creativity or spontaneous speaking abilities, these repetitive practices may lead to disengagement and hinder students from fully grasping the nuances of effective communication.

### **2.3 Hypnotic language patterns/HLP**

In this section, the researcher explains the concept and benefits of HLP. These language patterns, rooted in neuro-linguistic programming (NLP) and Milton Erickson's therapeutic techniques, are designed to influence and guide students as the listener's thoughts and behaviors subtly. By incorporating these patterns into teaching, educators can enhance student engagement, foster a deeper connection to the material, and promote more effective communication skills.

#### **2.3.1 The concept of HLP**

According to Tripp (2019), HLP refer to a way of communicating that bypass the critical faculty and speak directly to the unconscious mind, facilitating change and behavioral shifts. HLP are typically designed to bypass the conscious mind's critical filters and engage the subconscious, facilitating easier access to deeply held beliefs, memories, and emotions. By using specific words, metaphors, and suggestions, these patterns can guide individuals toward personal transformation and therapeutic outcomes. These techniques are often applied in clinical hypnosis, coaching, education and even in everyday communication to foster change and self-improvement.

### 2.3.2 Types of HLP

There are many types of HLP which are used in communication. These patterns are designed to influence and guide the subconscious mind of the listener through indirect suggestions. For further language patterns of the HLP, let us check the following based on Bandler and Grinder (1996):

#### 1) Mind reading

Mind reading happens when a person speaks as if he knows the thoughts and feelings of other people beforehand without explaining how. The subtleties of tone, body language, and context often contribute to this seemingly telepathic exchange, creating an intricate tapestry of communication. As speakers, they may intuitively pick up on cues that reveal the unspoken truths hidden within the conversation, leading to an uncanny sense of understanding. This profound connection between speaker and audience, rooted in the unspoken language of empathy, resonates deeply, leaving a lasting impact on all involved.

For examples:

*“You must enjoy the lesson.”*

*“You will just admire it.”*

#### 2) Lost performative

Lost performative, a language pattern often employed unconsciously shifts the focus from the individual acting the action itself. This linguistic phenomenon invites the audience to consider the action divorced from its originator, emphasizing the universality or significance of the action itself. This language pattern encourages a broader interpretation, allowing listeners to project their own experiences and beliefs onto the action described. This subtle yet powerful technique prompts reflection on the action's implications beyond the confines of individual agency, fostering a deeper understanding of shared human experiences.

For Examples:

*“It's important to practice more”*

(Who determines that practicing more is important?)”

### 3) Cause and effect

Cause and effect is a result of a particular action. In the statement where it is implied that one thing causes another. This approach taps into the human desire for control and predictability, offering a sense of empowerment through the promise of tangible outcomes. Additionally, cause-and-effect reasoning can serve as a framework for understanding complex systems and behaviors, shedding light on the interconnectedness of our actions and their repercussions.

For Examples:

*“If you have regular exercise, your body is getting more and more healthy”.*

*“You may play the game after finishing all tasks.”*

*“If I eat this, then my stomach will get upset.”*

### 4) Complex equivalence

This language pattern, known as false equivalence, often involves drawing parallels between disparate concepts or situations to influence perception or evoke a specific response. Despite lacking factual or logical basis, false equivalences can be compelling tools for persuasion or manipulation, exploiting cognitive biases and emotional triggers. By creating an illusion of similarity or equality where none exists, this tactic can be used to justify actions, discredit opposing viewpoints, or evoke sympathy or outrage.

For Examples:

*“If you are confident of yourself, so you must be successful in the future”*

*“I will do well on all tests if I am good at Math”*

### 5) Presuppositions

Presuppositions serve as implicit assumptions that shape the context of communication, subtly guiding the listener's interpretation of the message. By embedding presuppositions within language patterns, communicators can influence the recipient's understanding and response to the information presented. These linguistic nuances can be powerful tools for persuasion, as they prime the audience to accept certain ideas or beliefs as already established, without the need for explicit justification.

For Examples:

*“You must finish your homework, right”*

*“As we know, climate change is very worrying”*

#### **6) Universal quantifier or generalizations**

While using universal quantifiers, the speaker is saying there is no exception; hence there are no other alternatives. This kind of NLP Milton model language pattern creates limitations for us. However, it is assumed there is no solution, so the audiences do not care to look for one. The key to identifying them is the words, like “All, Every, Never, Always.”

For Examples:

*“Every time you study, you get new knowledge.”*

*“All people have same problems”*

#### **7) Modal operator**

Modal operators are words that imply the possibility or necessity of action or implied rules. Whether indicating obligation, probability, or potential, modal operators can subtly influence the audience's perception of the speaker's confidence, urgency, or certainty regarding the message. By strategically deploying modal verbs, speakers can convey nuances of authority, persuasion, or suggestion, ultimately guiding the listener's response or decision-making process.

For Examples:

*“And you can really enjoy that cuisine.”*

*“We have to let things go sometimes.”*

#### **8) Nominalizations**

In the NLP Milton model, nominalization verbs are turned into nouns. This linguistic technique aims to give concrete form to abstract actions, simplifying complex ideas into tangible entities. Nominalization's effectiveness lies in its ability to provide a focal point for discussion or intervention, allowing individuals to address issues or concerns with greater clarity and specificity. One common indicator of nominalization is the addition of the suffix "-tion," which often signals the conversion of verbs into nouns, facilitating their integration into language patterns for enhanced communication and persuasion.

For Examples:

*“I am really pleased with your performance.”*

*“There is a solution to every problem.”*

### **9) Unspecified verb**

Unspecified verbs are verbs that do not describe what happened in a specific way. Here the verb is not properly described, and you do not tell them how. Most languages have verbs to express action, occurrence, or existence. Some of the unspecified verbs used in HLP are *wonder, sense, think, imagine, feel, work, remember, use, forget, travel, enjoy, focus* and many others.

For Examples:

*“You find it easier.”*

*“You see your improvement.”*

### **10) Lack referential index**

In the lack referential index, a noun or pronoun in the statement does not refer to anything in the real world. The person doing or receiving is deleted from the statement. Key to identifying this language pattern is – A statement that fails to identify a part of the listener’s experience.

For Example:

*“It will be a good thing for all employees to learn communication skills”.*

*“People never like me.”*

### **11) Simple deletions**

Simple deletions leave gaps in the communication, and these gaps are usually filled by listeners’ understanding, or in NLP terms, by their map of the world. These gaps created by simple deletions in communication serve as opportunities for interpretation and inference by the listener, drawing upon their own experiences, beliefs, and assumptions. In NLP, this process is often referred to as "filling in the gaps" with the listener's unique perspective or mental model of reality. The listener's map of the world acts as a lens through which they interpret and make sense of the information presented, influencing their understanding and response to the message.

For Example:

*“You just need to be more confident when you practice”*

## **12) Comparative deletion or unspecified comparison**

In comparative deletion, the comparison is made, but a reference to which the comparison is made is missing and there is no specific reference to what is being deleted. In comparative deletion, while the act of comparison occurs, the specific subject of comparison remains ambiguous, leaving a void in the clarity of the statement. This linguistic mechanism challenges readers to discern the implicit comparison, enhancing cognitive engagement with the text.

For Examples:

*“He is better in learning”.*

(Better of what, better compared to what is missing)

*“He is more creative than people I know.”*

(More creative to what? More creative for what is missing comparison?)

## **13) Pacing the current experience**

Pacing current experience is a language pattern where the speaker describes what the listener is currently experiencing — either externally (what they see, hear, or do) or internally (thoughts, feelings, or sensations).

For Examples:

*“If the audience says, it’s too difficult to learn.”*

You can say,

*“Let the difficulties help you be stronger”*

## **14) Simple conjunction (causal modeling)**

Using simple conjunctions like ‘and’, or ‘but’ in the utterances addressed. These conjunctions serve to connect ideas seamlessly, allowing for a smooth transition between related thoughts. Additionally, they help to establish logical relationships between clauses, aiding in the comprehension and organization of information for the listener or reader. Overall, the judicious use of such conjunctions fosters clarity and cohesion in speech and writing, facilitating effective communication.

For examples:

*“You are reading this and getting better at NLP Milton models.”*

*“You can feel relaxed even though you are busy with a lot of work”*

### **15) Embedded command (the deviation of imperative mode)**

An embedded command in NLP refers to a command or suggestion that is subtly hidden within a sentence or larger context. It's typically disguised as part of a larger sentence structure, so it doesn't sound like a direct order, but still influences the subconscious mind to follow the command or suggestion.

For examples:

*“As you go through this exercise, you'll start to focus more on the important details”*

*“As you work through the problems, you may start to understand the solution more clearly”*

### **16) Embedded Question**

An embedded question in NLP is a question that is subtly hidden within a larger sentence or statement, and it is designed to guide the listener's thinking in a particular way. It's not phrased as a direct question but still serves to elicit a response or prompt the listener's subconscious to consider something.

For Examples:

*“I wonder what part of this lesson you'll find most interesting?”*

*“I'm curious what you'll notice about your own understanding of the material after today's discussion.”*

### **17) Conversational postulate**

The conversational postulate is a simple yes or no statement containing suggestions. The suggestion is hidden in the question and makes the client answer yes. Once a client starts answering yes, the unconscious process of completing a task begins.

For examples:

*“Can you relax even more?”*

*“Can you open that window?”*

*“Do you have time?”*

*“Can you go to trance now?”*

Remember, if the audiences reply yes to all these questions, they are already complying with your suggestion. Thus, the speaker can build your next step from here, and you can use embedded suggestions also.

### **18) Quotes**

In HLP, a quote can be used as a tool for indirect suggestion, drawing on the authority of an external source (like a famous person or a well-known saying) to subtly influence the listener's thoughts, emotions, or behaviors. The Milton Model in NLP is specifically designed to utilize this kind of language to bypass the conscious mind and speak directly to the subconscious, and quotes are a very effective way to do this.

For Example:

*“The more that you read, the more things you will know. The more that you learn, the more places you'll go”*

*(Dr. Seuss)*

### **19) Metaphor**

In HLP, a metaphor is used to communicate messages indirectly and subtly to the subconscious mind. The power of metaphors in hypnosis lies in their ability to bypass the conscious, analytical mind and tap directly into the unconscious.

*“Learning is like a journey. You start with a destination in mind, but the path you take may have detours, bumps, and unexpected twists along the way. Each new lesson is a new step forward, bringing you closer to your goal.”*

### **20) Tag questions**

Tag questions are questions just at the end of the statement. In tagging question NLP Milton model language pattern, the speaker tags the question at the end of the question. This brings the audience to a yes frame or, say, agreeing on the frame with you. This technique can be used to increase the compliance of the speaker.

For Examples:

*“And you can understand, Right?”*

*“It’s a tag question, isn’t it?”*

*“Language patterns are the best NLP tools, aren’t they?”*

*“You are listening, aren’t you?”*

Answers to tag questions are mostly. Yes, and it aids in increasing compliance on the client’s part.

### **21) Selectional restriction violation**

In selectional restriction violation patterns, attributing qualities to entities that inherently cannot possess them challenges conventional linguistic boundaries. This linguistic phenomenon often employs figurative language or connotative meanings to convey nuanced or abstract concepts, adding layers of depth to communication. Exploring these violations offers insights into how language can transcend literal interpretations, enriching expression and fostering creative discourse.

For Example:

*“Your chair starts to feel good now.”* (How can a chair feel good?)

### **22) Negatives suggestion**

Suggestions that are negative but unconsciously processed as positive could be applied. This is applied since all know the unconscious mind cannot process negatives. Applying suggestions that are framed negatively but processed unconsciously as positive can subtly influence behavior or attitudes. This technique capitalizes on the principle that the unconscious mind struggles to process negatives, inadvertently interpreting them in a positive light. Leveraging this understanding allows for the strategic deployment of suggestions that yield favorable outcomes, harnessing the power of subconscious processing for the learners as the speech partners to subtly shape perceptions or actions.

For Examples:

*“Do not think of purple cows?”* (You just thought about the purple cow.)

*“Just don't relax if you are not ready.”*

### **23) Double binds**

In the double bind language pattern, individuals are presented with the illusion of choice while being subtly constrained by conflicting options. By

allowing them to predefine their goals before structuring their statements, this technique creates a sense of control within a predetermined framework. However, regardless of the choice made, the individual finds themselves inadvertently reinforcing the underlying agenda, illustrating the intricate manipulation inherent in double binds communication strategies.

For example:

*“You will pay by cash or card.”* (there are only two choices)

*“Would you like to share this post on Facebook or LinkedIn?”* (the choices are Facebook or LinkedIn)

### **2.3.3 HLP in learning process**

Fратиwi et al. (2025) stated that HLP provide benefits in the teaching process. Language, as a tool of communication, can influence the thought patterns and actions that students take. Here are the further explanation:

#### **1. Enhancing students’ focus and concentration**

According to research conducted by Susanto et al (2021), HLP have been proven to significantly improve students' concentration. This method creates a relaxed learning atmosphere through relaxation techniques and focus. By helping students enter a calm and focused state, language patterns enable them to retain information better and engage more effectively with the lesson. Additionally, it encourages a deeper level of attention, allowing students to stay focused even in the face of distractions.

#### **2. Reducing stress and anxiety**

The language patterns provide significant benefits in reducing learning anxiety. A study conducted by Brown (2020) mentions that hypnosis techniques such as visualization and positive affirmations through the language help students feel more confident when facing academic tasks. These techniques not only reduce stress but also enhance students' self-efficacy, allowing them to approach challenges with a more positive mindset. By improving their emotional resilience, HLP foster a learning environment where students are more willing to engage and take risks in their academic journey.

#### **3. Improving learning motivation**

HLP support the enhancement of students' intrinsic motivation through suggestions provided during the learning process. According to a study conducted by Johnson and Smith (2018), students who were motivated through inspirational stories and positive suggestions showed an increase in their enthusiasm for learning. These techniques encourage a deeper connection with the subject matter, sparking a sense of purpose and self-drive. As a result, students are more likely to set personal learning goals and work diligently to achieve them, further reinforcing their motivation.

#### 4. Facilitating material understanding

Arifin (2019) stated that this method helps students understand abstract concepts, such as mathematics and science, more effectively compared to traditional methods. By using HLP, students are guided to visualize and internalize complex ideas, making them easier to comprehend. This approach also reduces cognitive overload, allowing students to process information more efficiently and retain it for longer periods.

#### 5. Enhancing Teacher-Student Relationship

According to a study by Smith (2020), the word selection can create a more positive relationship between teachers and students. This harmonious relationship not only makes students feel comfortable but also enhances their engagement in the teaching process. When students feel emotionally supported and connected to their teacher, they are more likely to participate actively in class, ask questions, and take ownership of their learning, leading to a more productive and motivating classroom environment.

## 2.4 Learners' perceptions

Perception generally can be defined as an experience of an object, phenomenon, event, or association acquired through information or interpretation. This means to respond stimulus system, which includes attention, impression, motivation, and memory. Wood (2015) said that perception is the active process of meaning creation through the selection, organization, and interpretation of people, objects, events, situations, and other phenomena. According to Schunk (2016), perception enables individuals to make sense of the world by actively processing information received through the senses. This process is not merely passive but is shaped by prior knowledge, experience, and expectations (Slavin, 2020).

### 2.4.1 Types of perception

According to Robbins and Judge (2018), perception is a cognitive process that enables individuals to interpret and give meaning to their surroundings. Perceptions can generally be categorized into two types: positive and negative.

#### a. Positive Perception

Positive perception occurs when an individual views something in a favorable and constructive way, consistent with their expectations or social norms. Individuals with positive perception tend to focus on strengths, opportunities, and what can be improved. They use optimistic language and demonstrate motivation and resilience, even in the face of challenges.

Examples of positive perception (Lindawati et al., 2022):

- a. *“That's good. I think the WhatsApp feature is very helpful in learning.”*
- b. *“I think the features on WhatsApp are very good and helpful in learning.”*
- c. *“Good because it's not difficult and easy to understand.”*

#### b. Negative Perception

On the other hand, negative perception involves viewing a situation or object in a critical or unfavorable manner. This may stem from dissatisfaction, limited understanding, or unmet expectations. Individuals with negative perception often focus on problems, express frustration, and resist change or

improvement. As Schunk (2016) explains, perception is not purely sensory—it is influenced by prior knowledge, beliefs, and past experiences, which shape whether one views something positively or negatively.

Examples of negative perception (Fitria et al., 2022):

- a. *“Speaking is a difficult skill in English.”*
- b. *“Correcting misspelling is strongly difficult.”*
- c. *“The topic of the speaking project about ‘Introduction Myself & others’ is not interesting.”*

In short, perception—whether positive or negative—affects how individuals respond to experiences, and this plays a significant role in their behavior, especially in learning contexts.

## **2.5 The Influence of HLP on Learners**

According to Amin (2019), the use of HLP is intended to influence the attitudes and behaviors of the interlocutor, specifically how easily they can follow and accept what is conveyed or instructed by the speaker. In the context of language learning, the use of HLP may significantly impact learners’ perceptions in speaking classes. Language patterns that are designed to calm, motivate, and guide indirectly can help students feel more confident and less afraid of making mistakes when speaking. However, not all learners respond in the same way. Some may feel confused or fail to grasp the intended message, especially if they are not familiar with such linguistic styles. This reflects the theory of selective perception, which suggests that individuals interpret messages based on their experiences, needs, and backgrounds. Therefore, while HLP have the potential to enhance comfort, focus, and engagement in learning, it may also lead to misunderstanding or ambiguity if not applied appropriately and contextually.

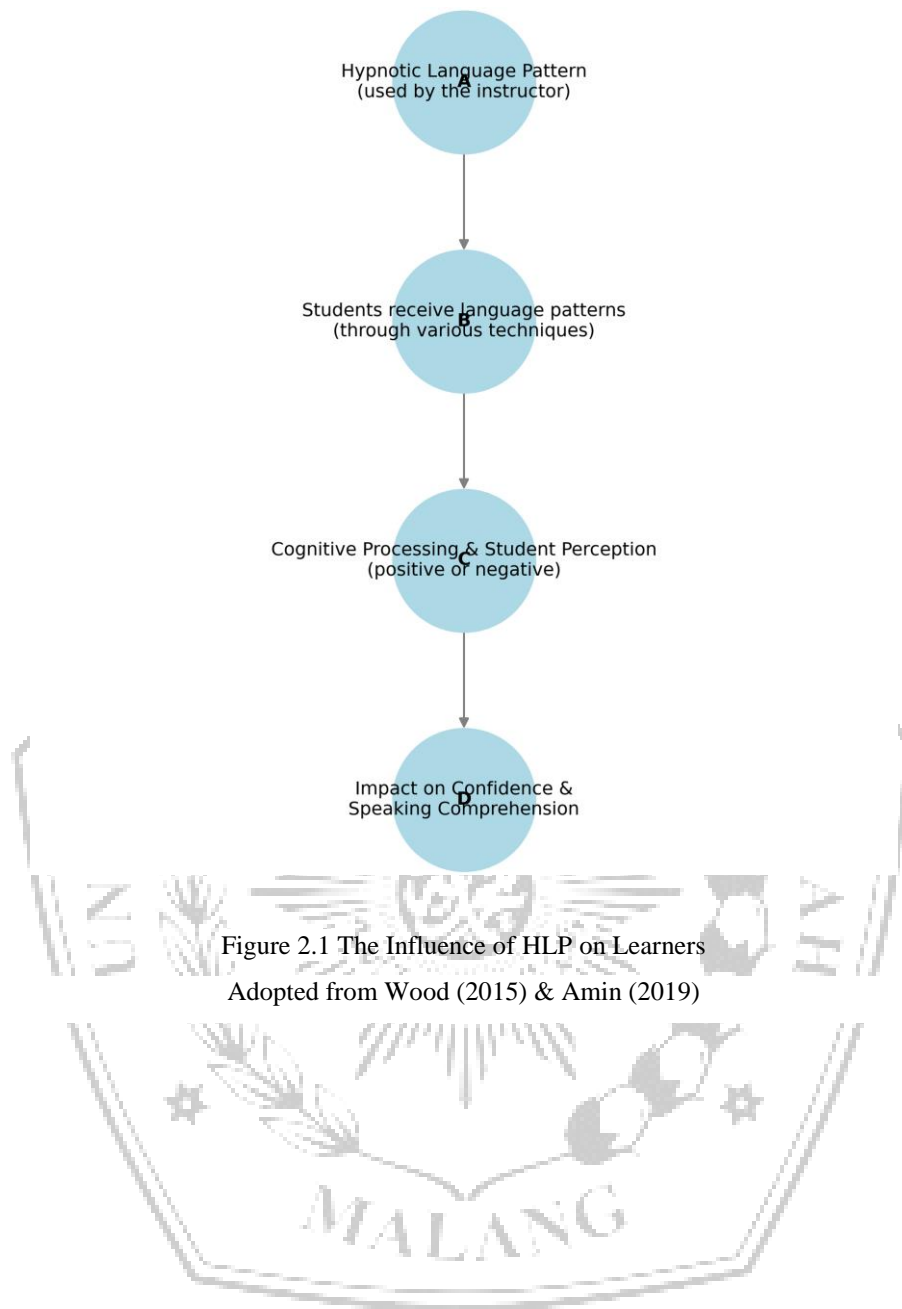


Figure 2.1 The Influence of HLP on Learners  
Adopted from Wood (2015) & Amin (2019)