EXPLORING NEURO-LINGUISTIC PROGRAMMING (NLP) TO SUPPORT EFL STUDENTS IN THESIS PROPOSAL WRITING

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Article Info	Abstract
Article History *Received: November 2024* *Revised: February 2025* *Published: April 2025* **Keywords** *Neurolinguistics Programming;* *Writing difficulties;* *Writing thesis proposal;* *EFL students;*	*The aim of the current research was to explore how the lecturer uses neurolinguistic programming (NLP) to maximize the students' potential when creating thesis proposals. This study poses two research questions: 1) What challenges do students have when writing their thesis proposals? and 2) How may NLP communication help students write their thesis proposals. A case study design that was employed in this study. Open-ended questionnaire was distributed to the students of English education department. The results of this study firstly highlight that the students' difficulties in writing involved their lack of knowledge, psychological aspect and both of them. ability in writing skills, understanding contents, motivation. Another finding showed that the NLP communication in the form of teachers' affirmations can bring the positive influence on the student's perspectives and attitudes to write their proposal. This study concludes that teachers can establish a more encouraging and productive learning environment by using ideas from positive psychology and neuro-linguistic programming.*

INTRODUCTION

The optimization of proper and intensive implementation of Neurolinguistic Programming (NLP) leads to close alignment with the goals of academic writing, particularly in fostering a structured and productive flow of thought. Thus, NLP plays a crucial role in supporting students' writing success, especially in overcoming the mental and psychological barriers that often hinder their ability to write effectively and efficiently, particularly when completing academic writing tasks such as thesis proposals. This aligns with the concept of "programming" in NLP, which refers to the process of shaping the mind by breaking down an individual's language patterns and behaviors to achieve desired outcomes. In other words, it relates to the ability to organize ideas and thoughts (Dirga & Zulkarnain, 2022; Feruza & Qizi, 2021; Rostikawati et al., 2018).

The structured and organized articulation of ideas in academic writing often presents a challenge for students, impacting their confidence and motivation. Sufficient writing experience and exposure are essential to help students overcome these obstacles. In the context of research proposal writing, advisors play a crucial role in providing the necessary guidance, particularly regarding psychological barriers and writing skills. Common psychological barriers, such as low motivation and difficulties in organizing ideas, can hinder the writing process. In this regard, advisors serve as external motivators who can enhance students' confidence. Additionally, limitations in writing skills and a lack of deep content understanding pose challenges that must be addressed (Bram & Angelina, 2022; Kim, 2022). These two

aspects are interconnected, as psychological barriers in writing can affect the development of writing skills and students' ability to enrich their academic content.

The pragmatic approach of NLP evaluates language as a tool used to modify students' ideas and behaviors in achieving educational goals, while also revealing key aspects of their minds and mental processes. Pedagogically, NLP meets the expectations of teachers in teaching writing skills, provided that teachers gain a clear and explicitly structured understanding of the relationship between NLP and writing instruction. The discussion around classroom teaching methods is no longer confined to focusing solely on isolated teaching strategies; rather, it must also be connected to other reinforcing elements that enhance the effectiveness of these methods. The integration of NLP into teaching methods aims to ensure that classroom learning has a significant impact on students' learning activities, both inside and beyond the classroom (Farahani, 2018a; Marashi & Abedi, 2017; Zarfsaz & Salamat, 2024). Linguistically, NLP can function as a clearly visible tool to instil an ideology, enabling students to benefit from the methods applied in the classroom and apply them independently in external contexts, particularly in writing instruction.

To identify the structures of excellence, the founders of NLP examined the various belief patterns and subjective experiences of individuals who exhibited exceptional conduct to find the excellence structures (Revell, 1999). They hold that all behaviors have specific structures and that by identifying and imitating good patterns, one can repeat the patterns and get the same positive outcomes. According to Grinder and Bandler, human beings may modify their neural processes (N), language (L), and behavioral patterns acquired through experience (P) in order to achieve their intended life outcomes. Certain communication and personal development approaches are part of neuro-linguistic programming. It is generally predicated on certain ideas regarding the composition and operation of the mind as well as human behavior and interaction.

The main principle of NLP asserts that every behavior has a structure that can be optimized and replicated. Thus, an academic's behavior in writing scholarly works, including consulting with experts, can be studied from the success of other academics who have excelled in the field. This process can then serve as a model or reference to achieve more optimal outcomes. Such a model is relevant because academic writing often faces obstacles, particularly those related to psychological factors (Sun et al., 2024). Therefore, examining the language structure, neural processes, and behavioral patterns of successful academics in their writing process can greatly assist other writers who encounter psychological barriers in completing their scholarly work.

Academic writing often presents a complex challenge for students, particularly in the psychological aspect, as many perceive writing tasks as difficult and burdensome. This challenge becomes even more pronounced when students are required to write research proposals as part of their final assignments to obtain an academic degree. Mary et al. (2023) identified that a positive psychological state related to writing is directly correlated with students' language performance, revealing a significant relationship between mental well-being and academic writing performance. An experimental study by Zarfsaz and Salamat (2024) examined the effectiveness of NLP in enhancing students' writing competence, both in terms of language performance and idea development. The findings indicate that NLP implementation significantly improves students' communication skills and information processing abilities. These findings also emphasize the crucial role of academic advisors as strategic figures in applying NLP to support students' writing skills development.

Additionally, Hosseinzadeh and Baradaran (2015) highlight that the learning process is rarely entirely autonomous, as guidance from competent individuals, such as academic advisors, is necessary to provide effective direction. In the context of thesis writing, students who receive guidance from advisors who understand and can apply NLP demonstrate a significant increase in writing autonomy following consultation sessions. Farahani (2018) also

highlights the urgency of NLP in language learning pedagogy, stating that NLP approaches contribute to a holistic enhancement of language competence. Specifically, the application of NLP in writing activities can serve as an indicator of instructors' success in enriching students' knowledge, thereby substantially enhancing the effectiveness of the learning process (Purnamasari et al., 2024). However, none of those studies reach the area of students' feeling when their writing advisors implement and stimulate them by NLP. To fill the gap, this study is conducted to reveal students' difficulties in writing thesis proposal and how NLP potentially triggers the students to complete their thesis writing proposal.

Humans should be viewed as a comprehensive system of mind-body interpersonal communication that has regular, patterned connections across the three main domains of language, programming, and neurological process (Amirnudin & Saleh, 2020) . The brain is the most important motoric system in influencing someone to do and work on something. The program called NLP proposed to reprogram the limitations of the students in writing thesis proposals. As the final project, thesis proposal writing is the most important task to finish to pass the bachelor's degree. In addition, the preliminary data found there are 40 out of 50 students claimed that writing a thesis proposal is hard. Some of them confessed that students do not know how to start writing thesis proposals and the revision from the adviser does not meet students' expectation. Based on the research background, this study formulated research questions as follows:

1. What are the students' difficulties in thesis writing proposal?
2. How does NLP communication facilitate the students in writing their thesis proposal?

RESEARCH METHOD
Research Design
This study aims to explore the difficulties students face in writing their thesis proposals and the role of NLP (Natural Language Processing) in supporting their experience of completing the proposal through consultations with their advisors. Thus, this research adopts a case study design that provides context-specific findings that can inform the development of tailored educational interventions. Cresswell and Poth (2018) state that this qualitative design let the researchers explore a real-life and contemporary bounded system (a case) through detailed, in-depth data collection. Through this exploration, the researcher can identify the issues students encounter in writing their proposals and how advisors provide support, both in terms of content consultation and motivational assistance.

The researcher focuses on cases where students often face challenges related to both writing skills and psychological aspects in composing their research proposals. In this way, the researcher can examine the students' difficulties and understand the role of NLP in their experience of writing and consulting with their advisors. An open-ended questionnaire was distributed to students via a WhatsApp group, and participants were given detailed instructions on how to complete the questionnaire. The researcher strongly encouraged students to respond based on their authentic experiences in writing their proposals.

Participants
The study was conducted at an Islamic university, with open-ended questionnaires distributed to 8 classes, resulting in 80 respondents. The participants were seventh-semester students in the English Department who were in the process of completing their thesis proposals. To earn their bachelor's degree, students are required to conduct research, starting with a proposal as the initial step. In completing this proposal, students often face various challenges and seek guidance from their advisors. This study also observes how NLP helps facilitate students in overcoming these difficulties.

Table 1

Student's Demography

Characteristics	N	%
Gender		
Male	18	22.5
Female	62	77.5
Proposal progress		
Students with complete proposal	72	90
Students with incomplete proposal	8	10

The students at English department were dominated by female students. However, both of male and female students have completed some writing courses, such as intensive writing skill, writing for general information, writing for academic purposes, writing for research review, and writing research report. These courses showed that the students have learned how to write for communication and academic purposes for five semesters. Due to the same courses the students have completed, this research randomly selected the female and male participants who were in willingness to contribute filling the questionnaire. Additionally, female students also actively completed the questionnaire and revealed longer answer than male students. Thus, the criterion of students' demography involved in major number for female students as students who have completed writing the proposal.

Instruments

In this case study, data were collected through open-ended questionnaires distributed to eight classes. Four questions focused on the difficulties students face in writing their proposals (aligned with the first research question), while seven questions explored the impact of NLP on the consultation process with advisors as they complete their proposals (aligned with the second research question). These eleven items represented anchoring technique of NLP by Bandler et al. (2013). The items are presented in Appendix 1. Because this research is not focused on experimental aspect, this research deeply searched how the students reflected their ways to overcome the writing challenges. This questionnaire enabled the researcher to gather responses from 80 students and gain deeper insights into their writing challenges and consultation experiences with their advisors, particularly regarding how NLP plays a role in enhancing their motivation to complete their proposals.

Data Collection

Data were collected by distributing open-ended questionnaires to seventh-semester students currently working on their thesis proposals. The questionnaire, in the form of a Google Form, was distributed through a WhatsApp group. Before participants completed the questionnaire, the researcher provided in-person guidance on how to fill it out and encouraged their participation. The data collection process was monitored regularly using the results from Google Form submissions.

Data Analysis

The data analysis employed thematic analysis to explore participants' responses in depth, aiming to uncover recurring themes associated with writing challenges and the perceived impact of Natural Language Processing (NLP). The process began with initial coding, where researchers closely examined the data to identify meaningful segments. These segments were then organized into thematic categories reflecting two central areas: specific writing difficulties and participants' perceptions of NLP tools. In the final stage, the analysis focused on identifying patterns and connections between the participants' writing struggles and how they believed NLP influenced their writing processes, providing nuanced insights into both challenges and technological perceptions.

RESEARCH FINDINGS AND DISCUSSION

Findings
The Students' Difficulties Faced in Writing Proposal

The result of the questionnaire showed that the students faced some problems on their low motivation, the lack of familiarity on the subject matter, their low writing skills, and all aspects. The data is presented in Figure 1:
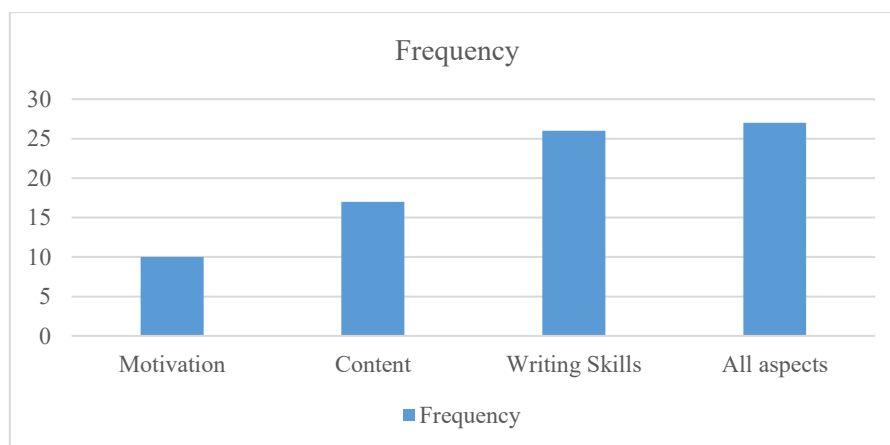

Figure 1. Student's difficulty in writing proposal

The data reflects students' difficulties in writing proposals, categorized into four main areas. Data in Figure 1 shows that 10 students struggle primarily with motivation. They may lack enthusiasm or the drive to engage with their proposal writing, which can stem from various factors such as fear of failure, lack of interest in the topic, or feeling overwhelmed by the process. Secondly, 17 students faced difficulties specifically related to the content of their proposals. This could involve challenges in selecting a relevant topic, formulating research questions, or ensuring the content meets academic standards. These students may need more guidance on how to structure their arguments or find appropriate sources. 26 students report difficulties with writing skills. This can encompass a range of issues, including grammar, coherence, clarity, and academic style. These students might struggle with articulating their ideas effectively or organizing their thoughts in a logical manner. Finally, 27 students indicate that they experience difficulties in all aspects of writing a proposal. This suggests a comprehensive struggle that may combine motivational issues, content-related challenges, and writing skills. These students likely require holistic support and intervention to address multiple facets of their writing process.

Related to the motivational aspect, the students stated in the questionnaire that:
"When writing Chapter 1, I had difficulty identifying the research gap and also made mistakes
in formatting the proposal correctly."
"I also struggled with structuring sentences to connect the variables."
"Writing correctly according to the content."
"Difficulty in processing words."

Related to the aspect of writing content, the students stated in the questionnaire that:
"Finding novelty and conducting a gap analysis."
"Lack of confidence in determining a relevant research topic and insufficient skill in selecting
appropriate reference sources."
"Sorry, I haven't written Chapter 1 yet because my research title hasn't been approved by my
supervisor."

Related to the aspect of writing skills, the students stated in the questionnaire that:
"Difficulty in finding the right diction."

"How to communicate references and research flow."
"Difficulty in designing the background of the study."

Related to all aspect of proposal writing, the students stated in the questionnaire that:
"Finding references."
"Difficulty in finding ideas."
"Structuring words in writing the background of the study and finding suitable journals."

This data highlights that while some students face specific challenges, a significant number struggle with broader issues across all areas, emphasizing the need for targeted support and resources to help them succeed in proposal writing.

The influence of the Teachers' Affirmation on the Students' Writing Proposal

This study explores the influence of teachers' affirmations on students' proposal writing, highlighting how such encouragement fosters motivation, facilitates revisions, and promotes a proactive approach to research. By analyzing the responses of students regarding their experiences with teacher affirmations, we can better understand the multifaceted effects of supportive teaching practices on students' writing processes and overall academic performance. The result of questionnaire is in Appendix. The result of coded data is presented in Table 2.

Table 2
The Classification of the Students' Actions after the Teacher Affirmation

Influence	Number of Students
Motivation and Enthusiasm	24
Revision and Improvement	18
Writing Process	15
Search for References	12
Reflection and Planning	10
Support from Instructors	8
Challenges and Obstacles	7
Self-Strengthening and Confidence	6

The data presented in the table provides a comprehensive overview of the impact of teachers' affirmations on students' writing proposals. By categorizing students' responses, we can discern the varying degrees of influence that affirmations have on critical aspects of the writing process. The results indicate a strong correlation between teacher affirmations and students' motivation and enthusiasm, with a significant number reporting increased drive and commitment to their work. Additionally, the data highlights the importance of revisions and improvements, reflecting how affirmations encourage students to refine their proposals. Through this analysis, we can better understand the key themes that emerge from students' experiences, illustrating the pivotal role that positive reinforcement plays in shaping their academic endeavors.

The data in Table 2 shows the highest number of students reported feeling motivated and enthusiastic after receiving positive affirmations from their teachers. This suggests that encouragement significantly boosts students' morale and eagerness to engage in their writing tasks. Secondly, many students emphasized the importance of revisions and improvements in their proposals. This indicates that affirmations not only motivate students but also lead them to recognize the value of constructive feedback in enhancing their work. A notable number of students also reported improvements in their writing processes. Affirmations likely help students feel more confident and structured in their approach, allowing them to progress more

effectively in their writing. 12 students felt encouraged to seek out references for their proposals. This reflects how positive feedback can inspire students to enhance their research skills and deepen their understanding of their topics. Additionally, some students engaged in reflection and planning for their writing. This suggests that affirmations may prompt students to think critically about their work and set clear goals for their writing processes. However, eight students recognized the importance of support from their teachers. This highlights the role of mentorship in fostering a positive learning environment. A few students acknowledged facing challenges and obstacles in their writing despite receiving affirmations. This indicates that while encouragement is vital, it doesn't eliminate difficulties in the writing process. The lowest number of students mentioned self-strengthening and confidence. This suggests that while affirmations boost motivation, students may still need additional support to build their self-confidence. Therefore, the data indicates that teachers' affirmations play a crucial role in enhancing students' motivation, encouraging revisions, and fostering a proactive approach to writing proposals.

Based on the previous finding, here are the positive affirmation occurred by the advisor during writing proposal. In the context of academic proposal writing, positive affirmations from supervisors play a vital role in shaping students' confidence and motivation. The Table 3 summarizes the various themes of affirmations identified, highlighting the total counts for each category. These affirmations can serve as powerful tools for encouraging students to refine their proposals and enhance their writing skills. By examining the distribution of these positive statements, we can gain insights into how they contribute to the overall learning experience and support student development.

Table 3
Positive Affirmations in Proposal Writing

Kind of Positive Affirmation	Total
Motivation	6
References	14
Theory	18
Writing	17
Knowledge	6
Accessibility	1
Guidance	2

Table 3 highlights student statements categorized by themes related to their experiences during proposal writing. The most frequently mentioned theme is Theory, with 18 statements, including examples such as, "This methodology uses PTK, right?" and "You need to know the goal first." This indicates that students highly value a solid theoretical foundation in their work. Writing follows closely with 17 statements, emphasizing the importance of effective writing skills, as shown in statements like, "Your title is not specific enough" and "You need to revise this section." References garnered 14 mentions, with examples like, "You should use sources from Simata 1, Simata 2, and Scimago," suggesting that guidance on sourcing materials is crucial for students. Themes like Motivation and Knowledge received 6 statements each, reflected in sentiments such as, "The lecturer is too cold" and "There is no expression that reduces my motivation." Guidance was noted twice, with statements like, "The explanations are unclear," showing the importance of support from supervisors, while Accessibility received only 1 mention, indicating it may not be a significant concern for most students. This analysis underscores the areas where educators can enhance support to foster a positive academic environment.

Supporting Factors Obtained by the Students in Writing Proposal

The result of the study showed that students obtained additional motivations used by the supervisors while engaging in their writing processes. These factors highlight the key influences that enhance students' motivation and support their academic efforts. By examining these elements, educators can better understand how to foster a more encouraging environment that boosts student confidence and productivity. The table categorizes the factors based on the number of expressions from students, illustrating the aspects of motivation that resonate most strongly with them. Table 4 presents various forms of additional motivation that students experience while engaging in their writing processes.

Table 4
Supporting Factors Obtained by the Students

Supporting factors	Number of the students
Motivation and Encouragement	18
Faculty Support	9
Writing Quality	7
Time Management	7
Interaction	6
Time Management	4
Writing Quality	1
Focus and Productivity	1
Guidance and Direction	1
Student Independence	1
Material Presentation	1
Ongoing Learning	1
Courage in Writing	1
Writing Ethics	1
Positive Support	2
In-Depth Research	1
Writing Quality	1

Table 4 presents various factors that contribute to additional motivation among students, with the most frequently expressed factor being "Motivation and Encouragement," cited 18 times. This highlights the importance of positive reinforcement in fostering a conducive learning environment. Encouragement from peers, instructors, and the academic community can significantly enhance students' confidence and drive to complete their writing tasks effectively.

The Table 4 also displays that "Faculty Support" received 9 expressions, indicating that students value guidance and assistance from their teachers in the writing process. Factors such as "Writing Quality" and "Time Management," each mentioned 7 times, emphasize the need for students to develop strong writing skills and manage their time efficiently to meet academic demands. Other factors, while less frequently mentioned, such as "Interaction," "Focus and Productivity," and "Positive Support," also contribute to the overall motivation landscape. This diverse range of motivations suggests that a holistic approach to student support, incorporating encouragement, faculty involvement, and skill development, can enhance students' writing experiences and outcomes.

To conclude, the students need both academic and emotional supports to face their writing challenges. Figure 2 shows how the teachers have used positive affirmation and other supports as a bridge to help the students complete their proposal.
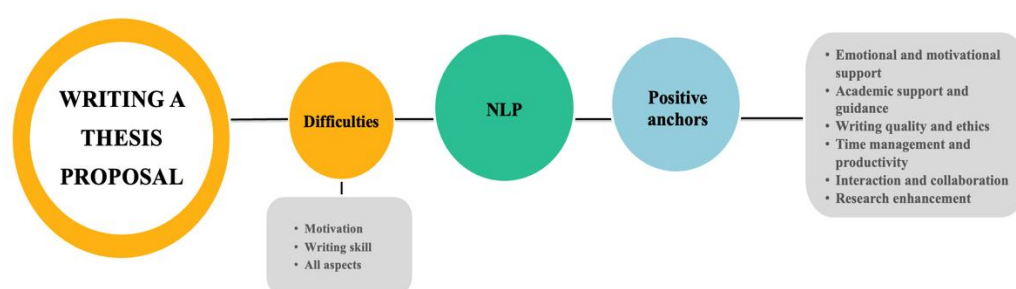
Figure 2. Visual summary of the findings

Discussion

The findings presented students' challenges in writing proposals and the impact of teacher affirmations can indeed be related to concepts within NLP, particularly in how language and feedback influence motivation, behavior, and learning outcomes. The findings highlight the importance of positive affirmations and constructive feedback from teachers. In NLP, language is seen as a powerful tool that shapes our experiences and perceptions. Affirmative statements can create a supportive environment, enhancing motivation and confidence among students. This effect is particularly pronounced when employing Neuro-Linguistic Programming (NLP) techniques, which have been shown to boost intrinsic motivation and self-belief among learners.

One effective method is the Progressive Relaxation Technique, which helps students manage anxiety and fosters a conducive learning environment (Sharif & Aziz, 2015). Another valuable tool is the Six-Step Reframing technique, encouraging students to view mistakes as learning opportunities, thus enhancing their self-confidence (Gashi, 2024). Furthermore, empowering students through affirmative language can reshape their self-perceptions, leading to improved academic performance and engagement (Andreas et al., 1996).

The impact of these techniques on self-confidence is significant. Students who engage with NLP practices often report higher levels of self-efficacy, which is essential for effective language acquisition (Gashi, 2024). Additionally, creating a supportive learning environment through affirmative statements is vital, particularly for at-risk students, as demonstrated in various educational interventions (Sharif & Aziz, 2015). However, while NLP techniques can enhance motivation and confidence, some critics argue that an over-reliance on these methods may neglect the importance of intrinsic motivation and personal agency in the learning process. This perspective highlights the necessity for a balanced approach that combines NLP with other motivational strategies to support diverse student needs effectively.

Students' difficulties often stem from low motivation, which can be addressed through positive reinforcement. NLP techniques often focus on altering emotional states to foster motivation. The data indicates that affirmations from teachers can help students shift their emotional states towards greater enthusiasm and engagement. NLP techniques can significantly enhance motivation and confidence in learners; however, critics highlight the necessity of a balanced approach that incorporates intrinsic motivation and personal agency. This perspective is vital as it acknowledges the diverse needs of students and the potential drawbacks of over-reliance on NLP methods. The interplay between NLP, intrinsic motivation, and effective learning strategies is crucial to understanding this dynamic.

NLP techniques focus on altering emotional states, fostering motivation through positive reinforcement. For instance, teacher affirmations can shift students' emotional states, resulting in increased enthusiasm and engagement in learning activities (Chen, 2024). On the

other hand, intrinsic motivation is associated with greater autonomy and engagement, as evidenced by studies showing that personalized learning pathways led to a 30% increase in learner engagement. Research also indicates that intrinsic motivation outperforms extrinsic motivation in promoting autonomous learning and competence (Orji & Vassileva, 2023).

To create a supportive learning environment that nurtures student agency and personal growth, a combination of NLP and intrinsic motivation strategies is essential (Charpin, 2023). Students respond positively to clear guidance and structured feedback, which aligns with NLP's principle of modeling successful behaviors. By providing clear instructions and supportive feedback, educators can help students replicate effective writing and research strategies.

In English as a Foreign Language (EFL) classroom, students greatly benefit from clear guidance and structured feedback. This approach aligns well with the principles of Neuro-Linguistic Programming (NLP), which emphasize the importance of modeling successful behaviors. By providing explicit instructions and supportive feedback, educators can effectively facilitate the replication of successful writing and research strategies among their students. Clear guidance plays a crucial role in student development. When feedback includes clear and objective criteria, it helps students understand expectations, ultimately improving their communicative competence (Naumoska-Sarakinska, 2023). Structured feedback, such as metalinguistic feedback, has been shown to enhance students' ability to generate repairs and reduce writing errors (Baek, 2022).

Moreover, the types of feedback offered can significantly influence student outcomes. Comprehensive feedback, which addresses various aspects of writing, is considered the most effective for overall improvement (Jiao, 2022). While students often prefer direct teacher feedback over peer feedback, both forms can enhance writing skills (Susanti et al., 2020).

The impact of effective feedback extends beyond mere performance assessment; it also boosts motivation and fosters a supportive learning environment (Dulicher, 2019). However, it's important to recognize that structured feedback can sometimes be perceived as overly critical by students, potentially leading to anxiety or resistance. Therefore, balancing feedback with encouragement is essential to maintain student engagement and confidence, ensuring that they feel supported throughout their learning journey. Many students expressed feelings of inadequacy and challenges in various aspects of writing. NLP techniques aim to identify and transform limiting beliefs that hinder performance. The data suggests that positive affirmations can help students overcome these beliefs, fostering a mindset conducive to learning.

The integration of Neuro-Linguistic Programming (NLP) techniques and positive psychology in EFL classrooms has emerged as a promising approach to address students' feelings of inadequacy while simultaneously enhancing their writing skills. By transforming limiting beliefs through positive affirmations and reframing techniques, educators can foster a more supportive and encouraging learning environment. One notable NLP technique is the six-step reframing method, which encourages students to view their mistakes as valuable learning opportunities. This shift in perspective not only boosts self-confidence but also promotes resilience in the face of challenges (Gashi, 2024). The effectiveness of this method is particularly striking, as it has been successfully applied across diverse age groups and cultural backgrounds, showcasing its adaptability and relevance in various educational settings (Gashi, 2024).

Through these innovative techniques, students can develop a more positive mindset, enabling them to engage more fully with their learning experiences and improve their writing abilities. The integration of NLP and positive psychology thus holds great potential for transforming EFL classrooms into nurturing spaces where students can thrive. Positive psychology plays a crucial role in language learning by fostering emotional resilience and helping students develop a positive self-image. This approach encourages learners to overcome anxiety related to language tasks, allowing them to engage more fully in their studies (Al-Jarf,

2022). One effective framework within this realm is the EMPATHICS model, which highlights the significance of emotions in language acquisition. It suggests that positive emotional experiences can enhance writing skills, ultimately leading to improved academic performance (Byrd & Abrams, 2022).

In the classroom, positive interactions between teachers and students are essential for creating a supportive atmosphere conducive to both emotional and cognitive development (Diert-Boté, 2023). Strategies such as goal setting and effective time management empower students, fostering greater engagement and helping to reduce self-sabotaging behaviors (Zhang, 2022). By integrating these principles of positive psychology, educators can cultivate an enriching learning environment that not only enhances language skills but also supports students' overall well-being. The findings emphasize the need for comprehensive support addressing multiple facets of writing. This aligns with the NLP approach of considering the whole person—cognitive, emotional, and behavioral factors—in the learning process.

CONCLUSION

In conclusion, the findings from this research underscore the significant impact that language, feedback, and emotional support have on students' writing experiences, particularly in the context of proposal writing. By integrating principles from Neuro-Linguistic Programming (NLP) and positive psychology, educators can create a more supportive and effective learning environment. The use of positive affirmations and constructive feedback is essential for transforming limiting beliefs, thereby enhancing motivation and self-confidence among students. Techniques such as the six-step reframing method and progressive relaxation not only help students view mistakes as learning opportunities but also promote emotional resilience.

Moreover, the importance of clear guidance and structured feedback cannot be overstated. By providing explicit criteria and comprehensive feedback, educators facilitate better understanding and communication skills among students. This approach not only aids in skill development but also boosts student motivation and engagement.
However, it is crucial to maintain a balanced approach that incorporates intrinsic motivation and personal agency alongside NLP techniques. Recognizing the diverse needs of students and the potential drawbacks of an over-reliance on any single method is vital for fostering holistic educational experiences. Ultimately, by embracing a combination of NLP, positive psychology, and effective feedback strategies, educators can nurture a learning atmosphere that empowers students to thrive in their language learning journeys.

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