

The Effect of Using NLP Techniques on the Writing Ability of EFL Learners

Elham ZARFSAZ,¹

Gaziosmanpasa University, Turkey
elham.zarfsaz@gop.edu.tr

Marjan SALAMAT²

IAU of Urmia, Department of Foreign Languages, Iran

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Abstract

Neuro-Linguistic Programming (NLP) has the potential to help language learners; however, it has received scant attention. Collingwood (2001), NLP is a technique to investigate the relationship between how our mind works (Neuro), how we communicate verbally and nonverbally (linguistic), and our patterns of behavior and feeling (program). The present study was an attempt to investigate the effect of NLP techniques on the writing ability of English as a Foreign Language. To achieve this goal, two intact classes of students were selected to form an experimental group (n=15) and a control group (n=15). A writing ability pre-test (based on the course content) was given to all participants. The participants in the experimental group were familiarized with NLP techniques to be able to implement these techniques in their writing. In the control group, the conventional approach to teaching was used. Comparing the results of the post-test results through ANCOVA, it was found that implementation of NLP techniques can significantly affect EFL learners' writing ability. Therefore, NLP can improve writing ability by improving various processes such as communication and information processing. Teachers, trainers and syllabus design can use it.

Keywords: *Neuro-Linguistic Programming (NLP), Writing Ability, English Foreign Language Learners*

INTRODUCTION

The emphasis on language learners and factors that affect language learning has replaced the previous focus on language teaching style as the most significant research project and educational advancement in recent years. The primary factor determining whether language teaching and learning is successful or unsuccessful is no longer considered by mainstream language teaching as the instruction method. (Richards and Rodgers, 2001).

Furthermore, the increase in individual variation The nature of learner differences has been redefined by the study. There is also the issue of how differently different students process information. While some people like to learn alone, others prefer to communicate with their peers. While some people enjoy listening to lectures, others prefer conducting more experiments. Numerous experts concur that learning styles or preferences refer to the various

Corresponding Author: Elham Zarfsaz, Gaziosmanpasa University, Department of Foreign Languages email:
elham.zarfsaz@gop.edu.tr

methods through which a learner assimilates and processes information (Tuan, 2008). As a result, several methods have been created to improve learners' abilities to take into account individual differences.

Among the four primary skills in English, writing is the most challenging skill because, in writing, writers should express their ideas with correct grammar. Then one of the most challenging skills for L2 learners to master is writing (Richards, 2002). Traditionally, writing was viewed as a product, so the student needed to get more instructions on writing a paper. Chastain (1988) believes most students, in their first and second languages need more instruction on writing. Communication is transmitted more through writing than any other type of media. The typical college student will be required to write various essays throughout his/her collegiate career.

Numerous methods can enhance second language acquisition. By transforming ineffective study habits into the achievement techniques utilized by successful and effective second language learners, neurolinguistic programming provides teachers and students with a tool to boost second language acquisition. For instance, NLP can be utilized as a teaching and learning support method to help us understand how pupils assimilate knowledge to create learning. (Rosenberg, 2000). Such NLP techniques can improve education, particularly in English Language Teaching, by making learning simple and enjoyable. Additionally, teachers can help students use these communication channels (senses) to understand better their preferred representational system (learning styles) or degree of motivation to teach themselves how to learn.

According to Blackerby (1996), Neurolinguistic Programming (NLP) is a body of techniques, patterns, and strategies for promoting successful communication, individual development, change, and learning. NLP was developed by John Grinder, an assistant linguistics professor, and Richard Bandler, a psychology student at the time, in Santa Cruz, California, in the early 1970s.

Iranian trainers rarely become familiar with new techniques and technologies and stick to classic methods; they should be aware that a suitable teaching method is essential to help students be skillful in writing. NLP is a new teaching technique that helps students write descriptive text. By using this method, students can develop their writing ability. When a learner's motivation, social group, and culture do not support their capacity to produce excellent written work, the researcher's objective was to discover whether a writer's skill may be improved through exposure to various language input volumes. In particular, there was no regular training or writing practice in such an environment. The current study aims to determine how utilizing NLP approaches affects EFL learners' writing abilities. This study aims to investigate if neurolinguistics programming can enhance the writing skills of EFL students who are not majoring in English (NLP).

LITERATURE REVIEW

One of the valuable abilities for both students and teachers is writing ability. Academic writing as a learning method has been a crucial component of language proficiency for successful academic attainment. All children need to be able to write well to succeed in school and at

work because it is one of the critical abilities that influence learning. (Mohammadi, Izadpanah, 2018).

Wijaya (2022) suggested that EFL teachers promote their students' writing skill development and assert that writing is one of the crucial talents that modern students should thoroughly master. A certified writing competency has also been strongly demanded in the Indonesian EFL learning context for university students to complete various college courses for a better purpose.

According to Zennure (2022), one of the potential explanations for the excellent response from students is the authentic writing environment. His findings imply that learners understood the relationship between writing assignments and real-world circumstances. They claimed to feel like they were working on a task in a real-world environment and had the confidence and zeal to express themselves in English. For example, developing a good attitude may result from utilizing English to express their thoughts in a relevant setting.

Hill (1973), noted in Bandler and Grinder (1982), is regarded as a pioneer in analyzing a person's behavior patterns when seeking meaning. In order to process a person's talents, he introduced sensory channels. He asserts that some of the most significant sensory pathways include the visual, aural, and kinesthetic ones. The use of all three modalities requires cognitive development.

At the University of California, Santa Cruz, neuro-linguistic programming (NLP) was developed in the 1970s. John Grinder and Richard Bandler were the program's creators and primary authors. Learners can mentally restructure how the brain responds to a stimulus and strive toward a change for the better and new behavioral patterns by implementing NLP approaches into language learning processes. This is accomplished by using language and other forms of communication to impact the learner's thoughts. (Tosey,2003)

neurolinguistics programming focuses on the relationship between effective behavioral models and the personal experiences that underlie them; it is a system of substitute activities to teach people how to be self-aware, improve their communication skills, and work on their cognitive and emotional behavior patterns (Hastings, 2009 as cited in Khandi and Zoghi, 2017).

Hedayat, Raissi, and Azizzadeh Asl's study (2020) provide an example of how NLP benefits English language teachers and students. NLP was viewed as a tool that enables instructors to develop exceptional skills like critical thinking, self-efficacy, and rapport, which are necessary for educational success and achievement. Additionally, it has been demonstrated to help learners achieve at the highest level possible.

The use of NLP approaches in teaching English was investigated by Rayati (2021). The researcher also investigated how Iranian EFL teachers use NLP in language schools use it in their classes. Twenty conveniently selected in-service EFL instructors participated in a sixteen-hour NLP training workshop that the author planned and led to accomplish the research goals. Twenty instructors' 60 class periods were watched using a researcher-made observation

checklist before the workshop to understand better the participants' needs and the advantages of implementing the training program in teachers' instructional practices. In-depth semi-structured interviews were then conducted to probe the teachers' perspectives. The topic analysis revealed that practically all EFL instructors employed NLP strategies in varied degrees in their language classes.

Farahani's (2018) study aimed to determine how NLP approaches affected the reading comprehension of English as a Foreign Language (EFL) students enrolled in an ESP course. The use of NLP approaches can significantly affect the reading comprehension of Iranian undergraduate EFL learners, according to the study of post-test findings using ANCOVA.

Khalandi and Zoghi (2017) examined how accelerated learning, particularly, impacted Iranian EFL students' hearing comprehension and detailed listening skills. Using a stratified selection method, 30 Iranian EFL students participating in the Cambridge ESOL KET program were selected for the study's goals. They were divided into the experimental group and the control group. A VAK questionnaire, a pre-test, a 12-session treatment program, and a post-test were all completed by each group. This study suggests that accelerated learning is substantially more dynamic and has a considerable impact on listening comprehension, detailed listening, and various learning styles. It also suggests that all VAK learners' language processing follows one another strictly acceleratedly. For visual, auditory, and kinesthetic learners, accelerated learning increases listening comprehension by 87, 93, and 85%.

At the Kish Institute of Science and Technology, Mirzaii and Khatib (2016) conducted a quasi-experimental study to examine the effects of scaffolded genre-based instruction and metalinguistic written feedback on 64 advanced-level language learners. The results showed that genre-based instruction and metalinguistic written feedback could aid EFL learners in developing critical thinking skills.

Neuro-linguistic programming was discovered to significantly impact EFL learners' vocabulary achievement by Moharamkhani, Karimi, and Ahmadi (2016). Ninety female EFL students were split into the control and experimental groups to achieve the study's goals. The experimental group outperformed the control group in the vocabulary post-test after a 12-session treatment process. The teacher taught the book's vocabulary using the swish pattern, a neurolinguistic programming technique.

Pourbahreini (2015) conducted a study on NLP's impact on improving intermediate-level Iranian EFL learners' grammatical knowledge with a focus on passive sentences. He concluded that using NLP techniques might help an EFL teacher teach Iranian EFL students structure or grammar more effectively. As a result, NLP can significantly contribute to improving EFL learners' grammatical knowledge.

Hamdi and Okasha (2014) investigated the use of strategic writing techniques for improving EFL students' writing abilities and attitudes. The study was the pre-posttest, experimental-control group. The participants were divided into two groups: experimental and control groups. The experimental groups were instructed in writing strategically, whereas the control group

received no therapies. The writing test was given to the study sample before and after the adoption. The results showed that applying strategic writing techniques enhanced the experimental group students' EFL writing skills and attitudes.

Alroudhan (2018) examined NLP's efficacy in language learning and its potential use in learning English. The findings of this study demonstrate that NLP not only offers ideas and solutions to problems but also allows teachers to create adaptable solutions to specific issues. Six classes from the second stage kids' first grade make up the sample. The findings of this groundbreaking study suggest that NLP coaching significantly affects EFL learning, albeit further investigation is needed to confirm these findings.

Katz (2013) sought to investigate using hypnotic and neuro-linguistic programming techniques as a theoretical framework in experimental and creative writing. The innovative applications that result from these strategies provide helpful insight into the inventive manipulations that can be made to the text and reader's perception.

Humaide and Abdel Rahim (2012) utilized a questionnaire to collect data for their study on "motivation to learn English among college students in Sudan" and a T-test to assess it. In addition, they selected their participants using a small, random sample using a descriptive methodology. According to the T-test results, student motivation ratings were higher, and there was no discernible difference in motivation attributed to class level and no correlation between motivation and age.

METHODS

The present study concentrated on The Effects of NLP techniques on the writing ability of EFL learners. Writing is a fundamental communication skill and a unique asset in learning a second language. It is an essential to academic success. When students are trying to learn writing, they come across many challenges. That is why it is essential to know how to write, and there are lots of ways to help learners how to write. One of the effective ways is the use of NLP techniques. The following research question was formulated in line with the study's objective

R.Q.: Does the use of NLP techniques affect EFL learners' writing ability?

Research Design

This study tried to examine NLP techniques' effect on EFL language learners' writing at Andishe Sabz Ehsan language institute. It is considered primary research because the data was derived from students learning English in an institute (Andishe Sabz Ehsan). Since the researcher initiated the work by posing a hypothesis as well as deriving some numerical indices from tests through statistical analysis, the research is classified as quantitative. Generally, quantitative research can be divided into two types: associational and experimental. Quasi-experiments are similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused is inferred.

This study is quasi-experimental due to treatments and the control over the students. The samples were selected based on convenient non-random sampling. There were two groups, control and experimental. This study used a pre-test, treatment, and post-test methodology to assess the learner's present proficiency level and compare it to the level of competence that was attained after employing the NLP technique. Age and gender are used as controlled variables in this study, which uses neurolinguistic programming (NLP) as an independent variable and writing skill as a dependent variable.

Research Participants and Sampling Procedures

According to the purpose of the study, the participants who took part in this study were 30 female EFL learners between the ages of 15 to 18 years. All the participants were homogenized before by the institute and studied at the same level. They were at the intermediate level at the Andishe Sabzeh Ehsan Institute in Urmia, Iran. They divided into two groups with 15 participants who pay tuition and attend the classes regularly twice a week. This institute takes a communicative approach to teaching English and aims to improve learners' speaking, reading, writing, and listening skills. Participants were of different linguistic and cultural backgrounds, i. e. they spoke Turkish, Kurdish, and Persian as their mother tongue.

Instruments

Richards, Hull, and Proctor's (2005) Top Notch, third edition, served as the study's primary source of information. The book is a four-level series for starting to high-intermediate level adult and young adult English learners. The Workbook uses and reviews language from earlier sections in the same order as the Student's Book. It offers more opportunities for grammar, vocabulary, reading, and writing practice. Each unit has a topic, and each comprises exercises as well as speaking, grammar, pronunciation/listening, writing/reading, and writing.

The instructor provided flashcards for each session's new words associated with the writing exercises. The term was on some flashcards, while the picture was on the other half. Other tools utilized during the therapy included music recordings and a T.V. The students read aloud while simultaneously listening to music and learning new words.

Procedure

This study aimed to investigate how neuro-linguistic programming impacted EFL learners' writing abilities. In May 2018, the researcher submitted a request for authorization to conduct research on neurolinguistic programming during the semester to the manager of the Andishe Sabz Ehsan language institute. The request included a thorough explanation of the subject and the research goals. Then, based on the sampling data, 30 female participants between the ages of 15 and 18 were chosen, and 15 students in the two experimental and control groups were allocated. The students were uniform because they had taken a placement test to enter the university.

The learners were required to produce an essay that was rated by the rater as a pre-test and post-test. Learners' writing was evaluated using the IELTS writing scale. The pre-test and post-test had distinct topics.

The participants in the experimental group received an introduction to NLP techniques during a single session. They were taught how to develop goals, describe learning preferences, learn languages through the use of the senses, appreciate the significance of emotion in language learning, and various strategies for accelerating sense-based learning. They were divided into two classes, one serving as the experimental group and the other as the control group. While the experimental group received training on NLP techniques, the control group received instruction based on the course material. Six sessions of treatment were required. Each session began with the researcher handing out some flashcards, two different types, which included both the names and images of the new words. Working in pairs, the students matched them and then penned a few sentences they would later combine to form a paragraph. After reading aloud their paragraph, the students closed their eyes and listened to a text and some music. They were then invited to write on the subject. The technique was carried out over a semester, with six sessions that lasted 20 minutes each. The experimental group's NLP treatment phase consisted of six sessions, each featuring a different topic.

The same writing test was given to the control and experimental groups as a post-test at the final point of the semester. The results of the pre-and post-tests for the control and experimental groups were then compared, taking into account the hypothesis, to determine whether there was a discernible difference between the student's writing skill levels before and after the training program. The IELTS writing scale was utilized to evaluate student writing.

Data Analysis

The researcher used ANCOVA to evaluate the pre-and post-test data obtained from the vocabulary. The primary goal of this study was to determine whether there were any statistically significant differences in the treatment between the experimental and control groups. Because the control and experimental groups consisted of two classes of Andishe Sabz Ehsan's students and might not have been matched initially, the pre-test scores (the covariant) were adjusted. An analysis of covariance, ANCOVA, was used to determine whether there was any significant preexisting difference in the experimental and control groups' pre-tests. This ensured the homogeneity of the groups from the start so that any significant difference in the control and experimental group could be attributed to the effect of the treatment. It is important to note that all of the presumptions for using ANCOVA on the data were examined to ensure that they complied with the requirements for its use.

RESULTS

The main goal of the present chapter is to make sense of the collected data. The researcher tried to analyze data utilizing different statistics. These statistics are the measurable characteristics of the sample under investigation. The researcher also emphasized predicting and formulating estimated characteristics about the participants based on the data gathered from them through the generalization process.

Descriptive Data

As Table 1 shows, there were 15 people in the experimental group and 15 people in the control group.

Table 1: Descriptive of Sample in Two Groups

	Group	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	experimental	15	50.0	50.0	50.0
	control	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

The mean score for the participants in the experimental group was 60.73(mean=60.73). The standard deviation was estimated at 6.30 (SD=6.30)

Table 2: Descriptive Data of Experimental Group in Pre test

N	Valid	15
	Missing	0
Mean		60.733
Std. Deviation		6.307

Figure 1 demonstrates how the writing ability scores of the experimental group were distributed in the pre-test. That figure resembled a normal distribution and guaranteed the normality of the sample under investigation

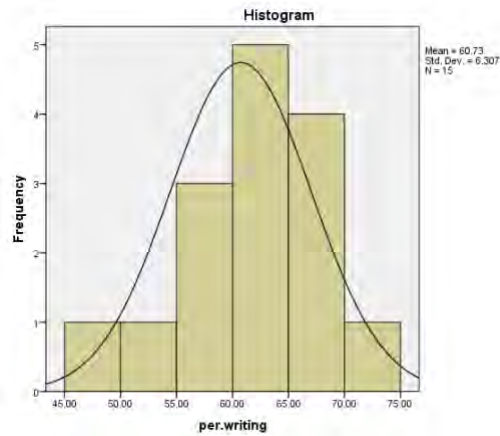


Figure 1: Histogram of writing ability of experimental group in pre-test

The mean score for the participants in the experimental group was 90.11(mean=90.11). The standard deviation was estimated at 7.02 (SD=7.02)

Table 3: Descriptive Data of Experimental Group in Post Test

N	Valid	15
	Missing	0
Mean		90.117
Std. Deviation		7.028

Figure 2 demonstrates how the writing ability in the experimental group was distributed in the post-test. That figure resembled a normal distribution and guaranteed the normality of the sample under investigation.

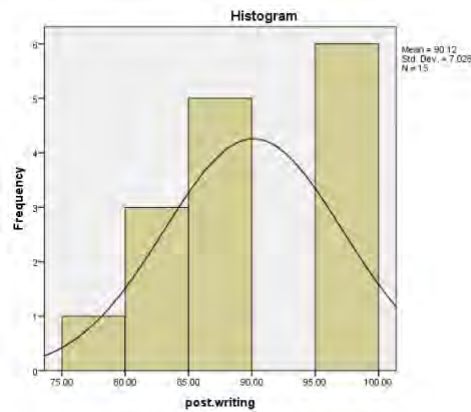


Figure .2: Histogram of writing ability of experimental group in post-test

The mean score for the participants in the control group was 61.90 (mean=91.90). The standard deviation was estimated at 3.30 (SD=3.30)

Table 4: Descriptive Data of Control Group in Pre test

N	Valid	15
	Missing	0
Mean		61.900
Std. Deviation		3.306

Figure 3 demonstrates how writing ability scores in the control group were distributed in the pre- test. That figure resembled a normal distribution and guaranteed the normality of the sample under investigation.

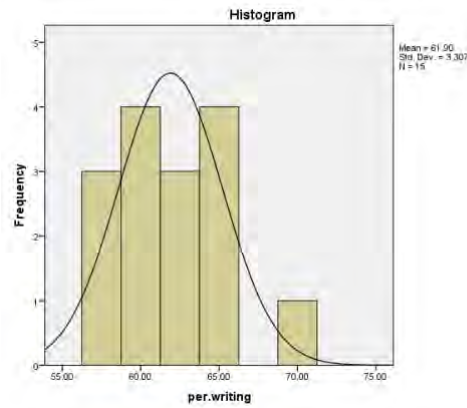


Figure 3: Histogram of the writing ability of the control group in the pre-test

The mean score for the participants in the control group was 77.45(mean=77.45). The standard deviation was estimated at 5.15 (SD=5.15)

Table 5: Descriptive Data of Control Group in Post-test

N	Valid	15
	Missing	0
	Mean	77.450
	Std. Deviation	5.153

Figure 4 demonstrates how writing ability scores in the control group were distributed in the post-test. That figure resembled a normal distribution and guaranteed the normality of the sample under investigation

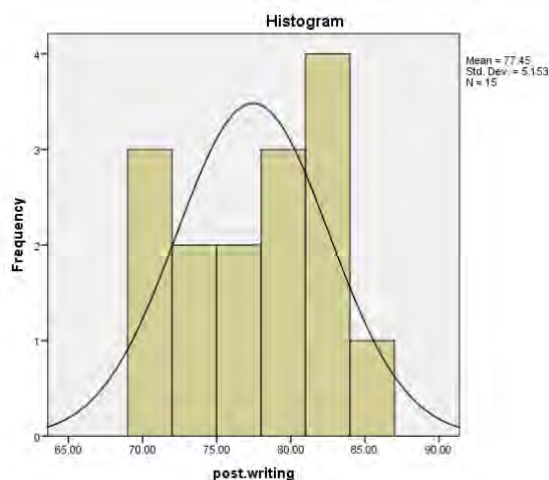


Figure 4: Histogram of the writing ability of the control group in post-test

Analytical data

ANCOVA assumptions

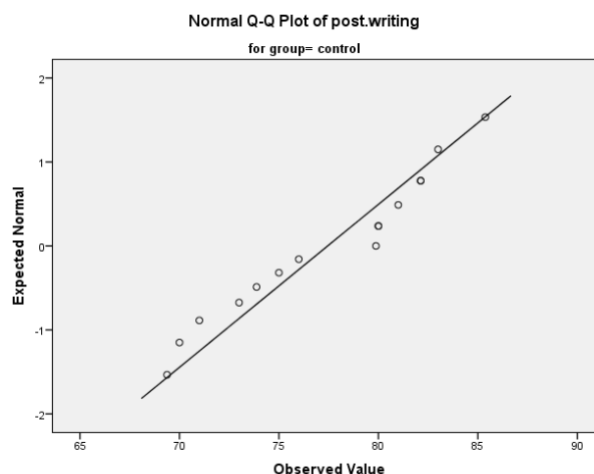
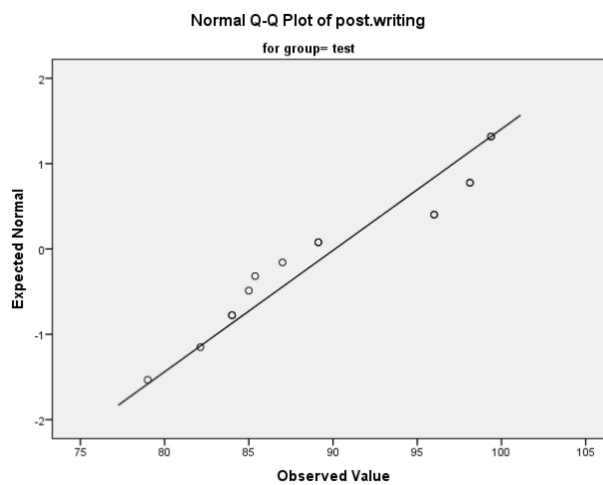
Research using ANCOVA was done to verify the theory. Before using ANCOVA, a few conditions must be satisfied. The first presumption relates to the data's normal distribution. The data's normal distribution was examined using the one-sample Kolmogorov-Smirnov test. Table 6 presents the findings.

The significant level exceeds the p-value of 0.05 in both the pre-test and the post-test. This suggests that the scores were evenly distributed, supported by the information in Table 6.

Table 6: One-sample of the KOLMOGOROV-SMIRNOV Test for a normal distribution of the results from the pre-test and post-test for the two groups.

group	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	Df	Sig.	
writing ability post-test	test	.199	15	.114	.896	15	.082
	control	.214	15	.062	.931	15	.283
writing ability pre-test	test	.213	15	.066	.939	15	.375
	control	.117	15	.200*	.957	15	.633

The Normal Q-Q Plot of the two groups in the pre-test and post-test are shown:



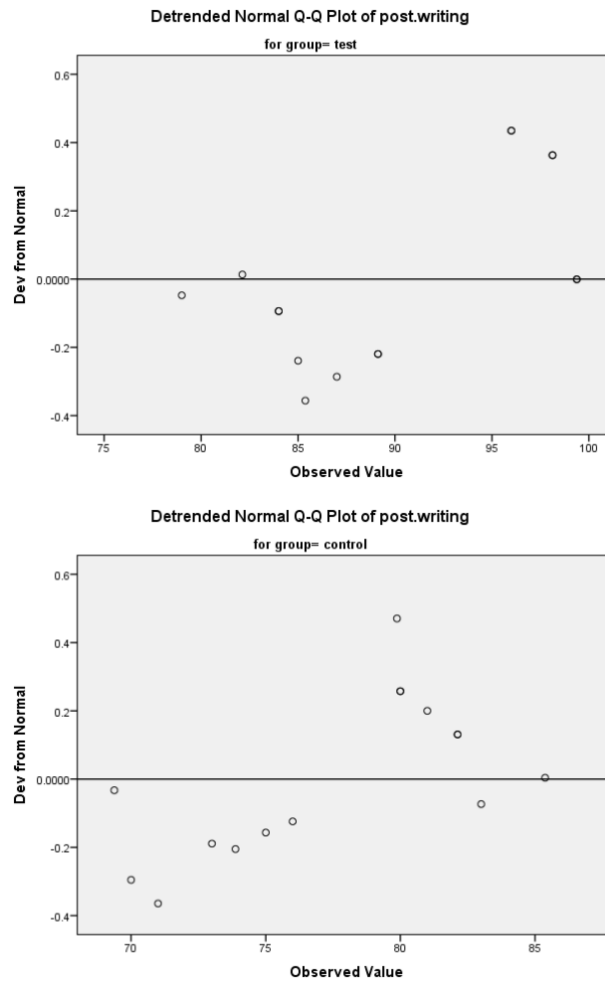


Figure 5: Normal Q-Q Plot of two groups in pre-test and post-test

Leven's Test of Equivalence of Error Variance for two groups was also run to check for variance equality. Table 7 presents the findings.

As shown by the results in Table 7, the assumption of an equal distribution of scores across the two groups is met, and the equivalence of the variances across post-test is confirmed ($F=2.947$, $P=0.097 > 0.05$).

Table 7: Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
2.947	1	28	.097

Additionally, regression analysis was carried out to look at the slope of regression for the post-test scores, and the findings are shown in Table 8:

Table 8: Covariance to Examine the Slope of the Regression for Scores in Post-test in 2 groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1215.219	3	405.073	10.016	.001	.536

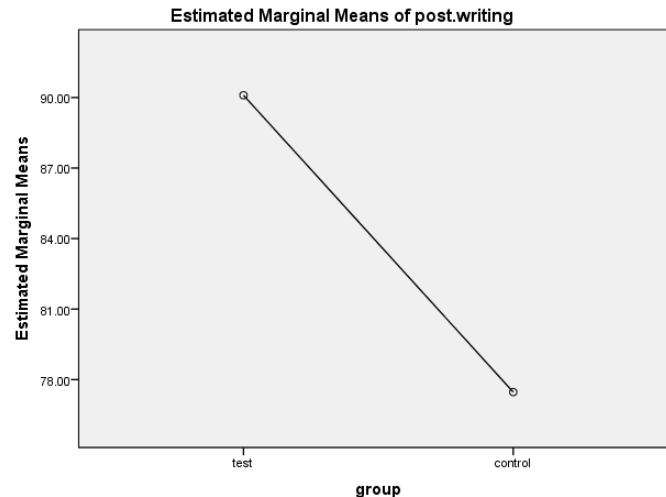
Intercept	815.349	1	815.349	20.161	0.01	.437
group	30.900	1	30.900	.764	.390	.029
writing ability pre-test	1.313	1	1.313	.032	.858	.001
group * writing ability pre-test	11.063	1	11.063	.274	.605	.010
Error	1051.466	26	40.441			
Total	212856.094	30				
Corrected Total	2266.685	29				

Examining the interaction of the experimental group's Pre-test score in predicting the dependent variable or post-test score revealed that the interaction effect is insignificant ($f=0.274$, $p=0.605>.05$), as shown by the data in Table 4.8. In other words, ANCOVA can be performed assuming that the slopes are homogeneous since there is no significant interaction between the independent and intervening variables.

Table 9 Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power
Corrected Model	1204.156 ^a	2	602.078	15.299	0.01	.531	.998
Intercept	1383.840	1	1383.840	35.165	0.01	.566	1.000
writing ability pre-test	.823	1	.823	.021	.886	.001	.052
group	1178.851	1	1178.851	29.956	0.01	.526	1.000
Error	1062.529	27	39.353				
Total	212856.094	30					
Corrected Total	2266.685	29					

The group impact is substantial, as shown by the findings in Table 9 ($F = 29.956$, $P.05$). Eta squared is 0.526, and the observed power is 1.00, indicating that the analyses' exploration of significant differences is entirely accurate. Implementing NLP techniques can therefore have a substantial impact on an EFL learner's writing abilities. The estimated Marginal Means of post-writing is showed in Figure 6:



Covariates appearing in the model are evaluated at the following values: per.writing = 61.3167

Figure 6 Estimated Marginal Means of post-writing

DISCUSSION & CONCLUSION

The present study dealt with the effectiveness of NLP on EFL writing abilities. Based on the findings, after teaching with the NLP method in the experimental group and comparing post-test, it was revealed that the experimental group had better writing ability performance, and there is a significant difference between the experimental group that received NLP and the control group.

Studies such as Farahani (2018), Khalandi and Zoghi (2017), Mirzaii and Khatib (2016), Moharamkhani et al. (2016), Pourbahreini (2015), Hamdi and Okasha (2014), Jafari (2013), Bagheri and Ghaedsharafi (2011), Alroudhan (2018), Katz (2013), Humaide and Abdelrahim (2012), Dahmardeh and Hunt (2012), Witkowski (2010), West-Burnham, et al. (2010), Carey, et al. (2010), Tuan (2008), as well as present study, provided evidence of NLP effect on writing ability.

Bandler and Grinder claim (1979,1983) One explanation for this result, according to Rasyid (2015) and Tosey (2003), is that NLP enabled the learners to program their minds, learn through installation, and enhance their interpersonal communication. Neurolinguistic programming may benefit auditory, visual, and kinesthetic learners with the aid of visuals, sounds, and feelings. Students' achievement, particularly in writing, is improved by using neurolinguistic programming to increase learners' awareness.

Wallace and Bott (1989) stated that teachers frequently use written writing assignments to assess students' comprehension and material knowledge. NLP has the potential to be applied as a theory in education, claim Tosey and Mathison (2003). He assumes that NLP is a cooperative, goal-oriented whole-body learning theory that promotes intrapersonal and interpersonal communication. Consequently, the NLP model can enhance EFL writers' interpersonal communication and writing skills (Rasyid, 2015). Students need to use a few specific tactics when writing. Declarative knowledge, for instance, aids students in developing their writing planning, drafting, editing, and revision skills.

Additionally, pupils must possess procedural knowledge, which is understanding how to correctly employ writing techniques (Richards & Schmidt, 2002). Alternatively, procedural knowledge is the conscious information required to do an action. However, conditional

knowledge is also used when changing the strategy to fit another framework that would be necessary. A combination of methods, patterns, and tactics called neuro-linguistic programming (NLP) supports learning, change, and effective communication (Blackerby, 1996). According to Pourbahreini (2015), Mohammadi, and Izadpanah(2018), the findings of this study can be explained. They contend that NLP enhances the writing process, resulting in more careful consideration of written words and phrases. Writing is sparked by NPL's encouragement of good feelings, improving students' attitudes toward writing and writing abilities. The context for enhancing writing abilities and inspiring those grows as information processing in writing improves, and pleasant emotions related to writing are strengthened. In these circumstances, students can put their abilities to use and improve their writing. NLP is a method that, as previously mentioned, incorporates emotion into the learning process. Writing is a means of identifying emotions and determining the potential reasons for those feelings. Writing is using emotions to put one's thoughts into words. According to Brand (1990), more work must be done to start studies on writing with one's emotions at their core, aside from writing phobias and writer's block. According to Mohammadi, and Izadpanah (2018), addressing this issue in the classroom communities and fostering relationships will improve students' writing abilities.

According to Richard, Theodore, and Rodgers (2001), the programming component of NLP focuses on teaching ourselves to think, speak, and behave in novel and constructive ways to unleash our potential and attain the levels of success we had previously only imagined. Additionally, NLP would have the following features regarding writing skills, according to Chaney (2011), Mohammadi, Izadpanah (2018), Xiaoxiao and Yan (2010), Tosey and Mathison (2003): Instead of knowledge being transmitted from one person to another, distinct person, the teacher-learner relationship is a cybernetic loop, a dynamic process in which meaning is produced by reciprocal feedback. People behave following how they see and comprehend the world, not how it actually "is" (i.e., "the map is not the land"). The main areas of interest in NLP include how people internally portray the environment through language and sensory images (primarily visual, aural, and kinesthetic). NLP is particularly interested in the internal representations' structure in terms of their properties (such as the position, size, and brightness of visual imagery) and how they change over time (e.g., sequences). According to NLP, every person has a unique internal representational system that exhibits regularities. Additionally, NLP assumes that there are regular connections between this structuring and a person's language and behavior. In many ways, a learner's language and outward behavior mirror their internal representations and processing (e.g., non-verbal behavior).

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