Enhancing Students' Self-confidence in the EFL Classroom through Neuro-Linguistic Programing Technique - Reframing

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Abstract

This research paper deals with self-confidence and how the application of Neuro-Linguistic Programming (NLP) technique, six-step reframing, plays a crucial role in students' self-confidence in the English as a foreign language (EFL) classroom. It analyses the effectiveness of incorporating NLP six-step reframing on students' self-confidence levels across different age groups, cultural backgrounds, and academic settings. This provides an opportunity for learners to gain self-confidence, helping them to truly believe in themselves, and allowing them to feel 'seen, heard, and understood'. Reframing, drawing from Neuro-Linguistic Programming (NLP), enables learners to see mistakes as an integral parts of learning process and also helps to refine their skills which are crucial for language acquisition.

The research includes sixty-six students who differ based on criteria such as age, cultural backgrounds, and learning experience. Quantitative methods through questionnaires and qualitative methods, through observation and interviews, have been helpful in conducting this research paper. The results have shown a significant effect of incorporating NLP's six-step reframing within the pedagogical framework, shedding light on its potential to empower students' self-confidence challenges commonly encountered in language learning environments. The study has shown that, even students encounter difficulties or setbacks in language learning, the incorporation of six-step reframing technique has proven to be a transformative approach. By systematically identifying dissatisfaction, establishing clear signals, alternative behaviors, eliciting positive intentions, and encouraging students' self-confidence in learning a foreign language. This psychological tool not only contributes to language proficiency but also empowers students to navigate the complexities of the EFL classroom with confidence and adaptability.

Keywords: NLP**;** six-step reframing; problem solving; self-confidence; academic performance

Introduction

It is often thought that Neuro-Linguistic Programming, frequently abbreviated as NLP, is very effective in enabling people to overcome fears, beliefs, anxieties, and limitations.

However, NLP indeed means much more than this partial definition suggests. In fact, NLP allows individuals to achieve more. NLP was created by Richard Bandler and John Grinder to study excellence, and replace it. In the field of education NLP furnishes the teacher or parent with a way to change how a student learns. NLP can create a paradigm shift in every learner, in every classroom, in every school, in every college (Bandler&Benson, 2016). In the school context, it represents the systematic collection, review, and use of information about educational programs to improve student's learning. This enables students to achieve more in classroom settings, learn more effectively in life in general, and become a more fulfilled and wholesome individuals (Spohrer, 2007). This is particularly useful for learners who exhibit a lack of self-confidence. This lack of confidence leads to poor learning outcomes. With more than two decades of experience as an English teacher, it is essential to be confident in taking risks to identify and incorporate new techniques, methods, approaches and various sources. This effort not only contributes to language proficiency but also empowers students to navigate the complexities of the EFL classroom with confidence and adaptability. Among the different factors that have guided our work and negative effects arising out during our teaching process, to help our students feel comfortable and ready to learn a foreign language inside the classroom, we decided to incorporate Neuro-Linguistic Programming (NLP) technique of reframing, particularly six-step reframing

This technique has its roots in the therapy system influenced by the work of Virginia Satir. (Thomas, 2022). Six step reframing can be used for any habit or behaviour change. It is a technique that provides a solution or give us enough information what to do next. (Beale, 2017). NLP six-step reframing is not new, it is one of the oldest NLP technique. As the name suggests, it helps us to give more choices for concerning behaviour. The purpose of NLP six-step reframing is to bridge the gap between conscious and unconscious. This means it brings out the part of your behaviour to the surface and it makes you more aware about your behaviour which can help you (Surati, 2020). In the realm of foreign language education, the application of six-step reframing holds great promise. That is to say, when students encounter difficulties or setbacks in language learning, reframing enables them to see mistakes as integral parts of learning process. The six step reframing it allows you to change habits in six steps. The aim of this technique is to separate intention from behaviour (NLP Yourself, 2020). To sum up, reframing as a part of the teaching process helps students create a more positive world around them by using positive language to reframe situations. (Spohrer, 2007). For example student's negative thought 'I don't get enough attention from the teacher' can be reframed as 'the teacher trusts me to do my work' (White, n.d.). In this study, the primary focus is to analyze the effectiveness of incorporating NLP six-step reframing on students' self-confidence levels across different age groups, cultural backgrounds, and academic settings. This research is

going to shed light on how education continues to evolve. With the adoption of NLP reframing technique and teacher's help and encouragement to continue using positive language to reframe negative situations, students will continue to grow their positivity and move forward with new way of thinking (Spohrer, 2007). If all activities are organized in a way that allows every single student to express themselves in English without any pressure, we can freely say that six-step reframing is a valuable asset in nurturing not only linguistic competence but also the academic development of students.

Neuro Linguistic Programing Technique - Reframing

NLP began by studying the best communicators and has evolved into the systematic study of human communication. It has grown by adding practical tools and methods generated by modelling exceptional people. These tools are used internationally in sports, business, training, sales, law and education. However, NLP is more than just a collection of techniques. it is also a way of thinking, a frame of mind based on curiosity, exploration and fun. The name 'Neuro-Linguistic Programming' comes from the three areas it brings together: N- neurology - the mind and how we think, L- linguistic- how we use language and how it affect us, P- programming- how we sequence our actions to achieve our goals (O'Connor, 2001). Neuro-Linguistic Programming (NLP) was developed by Richard Bandler a psychologist and John Grinder a linguist, who studied and modeled communication and behavioral patterns of successful individuals, drawing inspiration from various fields such as psychology, linguistics, education, business, and communication. The term 'reframing' in the context of Neuro-Linguistic Programming refers to the application of changing the way an individual perceives an event and so changing the meaning. When the meaning changes, responses and behaviors will also change. Reframing with language allows you to see the words in the different way and this changes the meaning. Reframing is the basis of jokes, myths, legends, fairy tales and most creative ways of thinking (O'Connor, 2001). In 'The Structure of Magic', reframing is a technique aimed at helping individuals view challenges or issues from different perspectives, and operate more successfully in the world, leading to more positive and constructive outcomes (Bandler, 1975).

Reframing appears widely in the therapeutic context. When a therapist tries to get a client to 'think about things differently' or 'see a new point of view' or 'to take other factors into consideration' these are attempts to reframe events in order to get the client to respond differently to them. Explicit conceptualization of reframing have been used by a number of therapists who understand that 'problem behaviour' only makes sense when it is viewed in the context in which occurs. These include a number of therapists with a family or systems orientation, notably Paul Watzlawick and the Mental Research Institute group in Paolo Alto, and Jay Haley and Salvador Minuchin and the group at the Philadelphia Child Guidance Clinic. These therapists

generally use what is described as 'content reframing'. They have designed specific reframing interventions such as 'prescribing the symptom' and 'paradoxical injunction' which effectively reframe behaviour in order to change it. They also use techniques of directly intervening to change the actual external physical context in which the behaviour occurs. Virginia Satir uses a great deal of reframing in her work, from simple redefinitions to more elaborate reframing via psychodrama in her 'parts parties' and 'family reconstruction'. Carl Whitaker reframes with nearly everything he says to the families that he works with. Symptoms become reframed as accomplishments or skills, 'sanity' becomes craziness, 'craziness' become sanity. A more elaborate and 'all purpose' method of reframing, called 'six- step' reframing, was developed by Bandler and Grinder (Bandler, R. & Grinder,J, 1982).

The technique focuses on six steps. Select the behaviour, Establish the signal, Elicit the positive intention, Produce alternative behaviour, Solicit the signal that the behaviors are selected, Future pace and ecology check (Vaknin, 2010). John Grinder and Richard Bandler created this after 'modeling' basically after the process of observing and mapping of different people (O'Connor, 2001). According to founders of NLP reframing, these steps can be valuable tools for personal development and communication. They provide a structured approach for dealing with hurts, changes, the joys and sorrows that life offers, to give new meaning to the inner experience and to open up to inner growth and potential. By understanding the positive intentions behind behaviors and exploring alternative ways to meet those intentions, individuals can enhance their problem-solving skills and interpersonal relationships. However the effectiveness of these steps may vary depending on the context and the individuals involved. Applying these principles with empathy and flexibility can contribute to positive outcomes (Nielsen, n.d.).

Reframing is a Neuro-Linguistic Programming technique that involves viewing adverse events from a different perspective (Marques, n.d.). It is based on the idea that all meaning depends on your point of view (NLP Mentor, n.d.). Reframing shifts the focus from negative and overpowered to positive, allowing you to open up your mind to opportunities that may be lying ahead instead of dwelling on the negatives (Marques, n.d.). Reframing is one of the most useful NLP techniques (NLP Mentor, n.d.). It builds awareness of context, and mental flexibility, and creativity. It helps you imagine 'importing' a behavioral, state, belief or other aspect of yourself into various context (Vaknin, Sh, 2008).

Intergrating the Neuro-Linguistic Programing technique of reframing in EFL classroom

Incorporating The NLP reframing technique in the EFL classroom, as advocated by Lashkarian and Sayadian holds significant importance (Lashkarian A, Sayadian S, 2015). By applying this technique effectively, an educator can communicate better with students, strengthen the learning environment, and develop positive interaction that

will increase academic effectiveness. Reframing is the technique that the teacher utilizes by relating to personal experiences and makes it concrete and tangible for the learners. It can be used to modify students' conception of themselves or of the language, which makes it a powerful motivational tool. Reframing can also be used for creating artificial contexts to be used in the classroom and thus provide the students with a wider array of learning opportunities without the need of material support. Furthermore, it was proven that the pattern of reframing is useable with the whole class of students and has a positive effect on teaching both in terms of making it less demanding as well as effective.

In Neuro-Linguistic Programming we do reframing in order to change the existing frame and get a better outcome as a result. In the context of EFL instruction, we use reframe to help students who feel very 'defective'and think that their self-confidence is terrible because they have no motivation. This approach broadens the spectrum of learning opportunities by expanding the frame to include situations in which learners could easily engage in educational experiences and will increase academic effectiveness.

NLP provides a wide range of techniques, methods, patterns, and strategies (Vaknin, 2010). NLP reframing is one of these numerous techniques, which is known as a key to self improvement. This technique is based on a simple question, why are some people successful and some people are not succesful? For example there are several students in a classroom, why do some of them go on to become surgeons and scientists, and some fail to achieve this level of success. All of them had the same classes and teachers (NLP Yourself, 2020).

According to Caroline Rou, the reframing technique in NLP involves shifting your perspective or interpretation of a situation to create a more empowering and positive mindset. By reframing how you perceive challenges or setbacks in your learning journey, you can overcome barriers and maintain a growth mindset. When faced with a difficult concept or a setback in your learning, instead viewing it is a failure, reframe it as an opportunity for growth and learning. Challenge yourself to find the lessons within the experience and focus on the progress you are making. By reframing challenges as stepping stones to success, you can maintain motivation and resilience through your learning journey. (Rou, 2023). Reframing is one of the most useful NLP techniques (NLP Mentor, n.d.). Reframing is the key to self-improvement. It not only helps you understand yourself but also the world around you. The key lies in recognizing and altering these beliefs, shaping an easier path in perspective. NLP, developed by Richard Bandler who was a linguist and John Grinder who was an information scientist and mathematician in the mid-70s, interprets neurology, language, and programming to unravel success patterns. By viewing the brain as an operating system, NLP reframing allows for internal changes, replacing hindrances with positive elements. This technique seeks to understand what successful people do different than the rest, why

some succeed while others do not. NLP reframing is a hugely beneficial technique, can help you improve your life in several ways. It gives you more clarity of vision. It helps you identify your purposes and values in life. NLP reframing can help you overcome limiting beliefs. It gives you more self-confidence. NLP reframing helps you develop better leadership qualities. It can help you improve your life in any way that you want. Most importantly NLP reframing can help you achieve your goals. (NLP Yourself, 2020). There are various reframing patterns used in NLP. Six-step reframing is a pattern that we are going to practice with the research participants of our study. Six-step reframing is a pattern that addresses any behaviour that seems to be out of conscious control. You want to stop or change something, but you do not seem able to do so. You can also use the pattern when you are blocked from doing something that you want to do. Both of these signs that the behavior is sustained on an unconscious level and can not be changed purely on a conscious level, otherwise you would just do what you wanted to do without thinking about it. When you can not change the behaviour at a conscious level that is an indication that there is secondary gain - the behaviour is getting you something that is important and which you do not want to give up. However, the positive intention and secondary gain are unconscious. Unwanted habits, sequential incongruence, physical symptoms, psychological blocks and secondary gain can be reframed with a six-step reframing pattern by finding the positive intention. You then find another way to satisfy the intention that you feel more congruent about and that is more ecological and in keeping with your sense of self. Six-step reframing leads to second order change – it moves to a higher logical level and connects the behaviour with the intention rather than seeking to change the behaviour on the same level. The beauty of six-step reframing is that it can be done at completely unconscious level – the conscious mind need not to have any of the answers, yet the pattern can still work. Six-step reframing uses the parts metaphor – there is a part of you that is stopping the desire change. This part needs to be respected and reframed. Six-steps are:

1. Identify the problem, 2. Establish communication with the part that is responsible for the behaviour, 3. Establish the positive intention of the part and separate it from the unwanted behaviour, 4. Ask your creative part to generate new ways of fulfilling that positive intention, 5. Get agreement from the original part that it will be use one or more of these choices rather than original behaviour, 6. Ecology check (O'Connor, 2001).

Methodology – Data collection

The aim of this study is to find out how NLP reframing and cooperative learning in EFL classroom, can be used to promote students' self-confidence. The research methods and instruments that have been helpful while conducting this research paper are comparative and descriptive methods also NLP reframing technique which is an approach that incorporates six-step of reframing technique and cooperative learning

to foster the self-confidence of students in the EFL classroom. This study collected data from 66 students of 10th grade who study in a professional pre-university school "Luciano Motroni". These students were chosen because they had mixed proficiency in English and were more interested in increasing their self-confidence in using English as a foreign language, both inside and outside the classroom.

Data analysis

Data collection and analysis derived from student questionnaires, class observations and students interviews. A number of different questions that are used gather information for a qualitative research. The study, has been divided into two parts. In the first part, we have continued our work with the syllabus that we have been used for many years. A syllabus based from Ministry of Education, Science and Technology, polices. In the end students have been assessed with the test and the results were very low. After the test we have done a questionnaire with our participants in order to get information about how long have they been studying English, why they hesitate and, why they are so passive during English classes. The second part of the study, data collection and analysis, derived from NLP reframing technique, precisely six step reframing, class observations and students' interview. The primary focus is on understanding how can six step reframing technique play an important role in enhancing students' self-confidence in mastering a foreign language, in our case English.

Step 1. Identify the problem – Select the behavior

To identify the problem, we have conducted a questionnaire, with the research participants. Challenges or identified problems in our EFL classes include diverse English learning backgrounds, lack of participation, hesitancy in reading, writing, speaking, and overall hesitation to engage in English activities. The study reveals that a group of students began learning English at age of five, in preschool settings. Following this, some continued in first grade, others in third, fourth or fifth grade. Traditional teaching methods were favored, with teachers employing approaches where the teacher takes the central role. English proficiency was assessed both orally and through written examinations, often in the form of questions. Despite receiving high grades in primary school, participants expressed dissatisfaction with their English skills, admitting to feeling ashamed and hesitating to participate. It is crucial to note that the participants, despite their negative feelings, expressed a strong desire to continue learning and improve their English proficiency. Based on the extracted results the identified problem is the expression of dissatisfaction among students regarding their overall English language skills when used as a foreign language. Our observation during class discussions, and interviews, feedback sessions, and informal conversations, students frequently communicate their dissatisfaction by stating

'I don't feel confident in expressing myself in English', or 'I struggle to understand and respond in English during real-life situations. This identified problem is not isolated to specific language aspects, it includes speaking listening, reading and writing. The dissatisfaction appears to be the main problem among a considerable number of students. This dissatisfaction may lead to hesitancy in participating in English activities inside the classroom, and lack of enthusiasm for using English in social life out of the classroom.

Step 2. Establish communication with the part that is responsible for the behaviour – Establish the signal

In this step, I asked my participants to think clearly who is responsible for the identified problem in initial step of six-step refeaming technique. We asked them to, 'close your eyes and go inside your mind and try to reveal who is responsible of your dissatisfaction? Listen, watch and feel for a signal. It could be visual, auditory, or kinesthetic. You should get the signal. If you can not get a signal, continue anyway-presuppose a signal, but one that you are not sensitive enough to calibrate'. The class observation has shown that most of the participants established the same signal ' the dissatisfaction with their English skills, specifically in speaking and pronunciation.' This dissatisfaction was reflected in their hesitation to actively participate in reading, writing, and spoken activities such as classroom discussion and oral presentations. When they were asked to speak, read, and write, they have shown signs of nervousness, hesitation, avoiding eye contact, or speaking and reading in low trembling voice. Classroom observation and open discussions have also identified behaviors, which provided a clear understanding of the signals that indicated dissatisfaction with the English skills, leading for further intervention and exploration in the reframing process.

Step 3. Elicit positive intention

According to questionnaire responses and class observation, it becomes evident that the step three of NLP reframing plays a crucial role during the survey process. Through interviews with students and open discussions, we have asked them if they are willing to reveal the positive intentions behind the problem of dissatisfaction within their overall skills, such as a desire for linguistic excellence in English as a foreign language. We received a 'Yes' signal from our research participants, and encouraged them to try and let the desire for linguistic excellence in English become clear to them. Firstly we got a negative positive intention, ''We do not want to feel fear while using English language'. In this step of reframing our intention was to chunk up these feelings until we got them expressed positively, such as 'We want to feel safe and confident while using English language'. These positive intentions were results of collaborative work between students and educator in harmony with step 3 of NLP reframing. Students'

efforts in expressing these positive intentions are essential for creating a supportive learning environment to improve spoken English both in social and academic settings.

Step 4. Produce alternative behaviour

Questionnaire responses, student interviews and class obsevation identified the problem in the first step of reframing. The selected behaviour of dissatisfaction expressed by learners with their English skills calls for the implementation of alternative behaviours such as, dedication to interactive language practice, engaging students in speaking, discussions, role-plays, using language in social life, fostering self-confidence etc. The identified problem or selected behaviour should align with the positive intention in order to improve students' self-confidence and proficiency in the English language. We all have a part that is creative and resourceful. This part is mostly unconscious, because it is difficult to be creative to order (O'Connor, 2001), that is like trying to be spontaneous to order. During the fourth step of NLP six-step reframing, we asked our participants to be more engaged in speaking, discussions, role-plays, that will fulfill their desire for linguistic excellence in English as a foreign language. Presentations, discussions and communication projects, encouraged our learners' creativity and critical thinking while evaluating language skills comprehensively. In this step, producing alternative behaviour, our participants worked together, sharing experiences entirely in English, and collectively built self-confidence, creating and fostering a supportive learning environment. Students' knowledge was assessed through project-based assessments. This assessment aimed to help students to reduce dissatisfaction, foster self-confidence, and proficiency in English language. The goal of this step in NLP six-step reframing was to improve pronuncation and speaking skills during EFL classes, particularly for all learners involved in this study, particularly those who are less active or passive ones.

Step 5. Solicit the signal that behaviors are selected

In the context of addressing dissatisfaction with English skills, it is essential to seek agreement with our students who expressed this dissatisfaction. Participants who expressed dissatisfaction were asked directly if they are willing to use new choices to share their experiences and feelings to reduce dissatisfaction and foster self-confidence and proficiency in English language. We have received a 'yes' signal from our learners. Some of them still hesitated and we had to implement alternative behaviours such as, dedication to interactive language practice, engaging students in speaking, discussions, role-plays, using language in social life, fostering self-confidence etc. Solicit the signal that behaviors are selected, the fourth step of six-step reframing aims to actively involve our students in the evaluation process, to ensure that their feedback and experiences play an important role in assessing the effect of the selected behaviors (participation

in presentations, discussions and communication projects, peer interactions, positive acceptance to feedback, spontaneous language use in social life outside the classroom etc.) on their language learning.

Step 6. Ecology check – Future pace and ecology

As educators, after we implemented this NLP technique, and analyzed the survey results we are aware that in the future we will be able to apply the six-step reframing in our English classes.

Through collaborative work between students and educators, in these steps, we cultivated an engaging classroom atmosphere and actively searched for signs of increasing students' self-confidence and reducing dissatisfaction. Regular assessments, both in spoken activities and written assessments, allowed to check the ecological impact of NLP six-step reframing. This approach was our engagement in seeking continuous feedback from our research participants. The feedback, based on NLP principles, allowed us to address their needs and concerns regarding teaching methods and assessments, ensuring alignment with students'expectations. Through the integration of NLP reframing we aimed for the ongoing improvement of English language learning and proficiency. During the six-steps of reframing we have seen that the NLP reframing fosters a teaching and learning environment.

Findings / Results

Findings from the survey demonstrate the impact of the NLP six-step reframing in improving students' self-confidence and proficiency in learning the English Language. This technique not only identified problems and selected signals and behaviours but involved learners in framing and evaluating the interventions, fostering a `positively oriented teaching and learning environment. Here is a summary of the findings from each step of the NLP reframing process.

In the first step, the expression of dissatisfaction among students regarding their English language skills comprehensively was identified. This problem extended to various language aspects, leading to hesitancy in participation and avoidance of English activities during EFL classes. The questionnaire has shown that most of participants in second step revealed signals of dissatisfaction, especially in spoken activities and pronunciation. Nervousness, hesitation, and avoidance of eye contact, were observable during oral communication, leading for further intervention and exploration in the reframing process. Through interviews with students, open discussions, and exploration of positive intentions in step three, participants expressed the desire for linguistic excellence in English as a foreign language. In this step becomes evident that, the step three of NLP reframing plays a crucial role during the survey process,

because its aim is to explore positive intentions. These positive intentions were results of collaborative work between students and educators. The identification of positive intentions served as a foundation for collaborative goal-setting and the development of alternative behaviors in subsequent steps.

Step four involved the introduction of signals and alternative behaviors, aligning them with the positive intention of improving confidence and proficiency in the language. These alternatives included presentations, discussions and communication projects, which encouraged our learners' creativity and critical thinking while evaluating language skills comprehensively. During this step students worked together sharing experiences in English language, and built self-confidence, creating and fostering a supportive learning environment. The acceptance of selected behaviors in step five was sought through selected behaviours such as increased confidence, participation in presentations, discussions and communication projects, peer interactions, positive acceptance to feedback, spontaneous language use in social life outside the classroom etc. Continuous feedback and participants engagement played a crucial role in assessing the effectiveness of the selected behaviors. In the final step, after we implemented this NLP technique, and analyzed the survey results we are aware that in the future we will be able to apply the six-step reframing in our English classes. Ecology checks monitored participation levels, ensuring the ongoing improvement of English language learning and proficiency. Based on our study, NLP six-step reframing technique fostered the dynamic and positively oriented teaching and learning environment, addressing and improving the English language learning for students.

The study's outcomes, both before and after implementation of the NLP six-step reframing technique are presented in the following table.

The results of the first part of study, conducted before the implementation of the NLP six-step reframing technique.	The results of second part of the study, conducted during the implementation of the NLP six-step reframing technique.
Participants expressed dissatisfaction with their English skills (speaking, writing, reading)	The six-step reframing technique identified behaviors which provided a clear understanding of the signals that indicated dissatisfaction with the English skills.
Teachers have used traditional teaching methods, with teachers in a central role.	Teachers have used project-based assessments,
Students' proficiency was assessed oral and written examination, often in the form of questions.	Students' proficiency was assessed through project-based assessments
Despite high grades in their primary schools, participants felt ashamed and hesitated to participate during English classes.	Students increased their self-confidence and active participation, leading to great result
Participants expressed a strong desire to continue learning English language.	Students worked together, sharing experiences entirely in English, and collectively built self-confidence, creating and fostering a supportive learning environment.
Participants have shown nervousness, hesitation and avoidance during spoken activities, especially in speaking and pronunciation.	Collaborative projects (presentations, discussions and communication projects) and feedback systems encouraged our learners' creativity and critical thinking in spoken English language skills.
Students interviews, class obsercvations and open discussions revealed a desire for language excellence in English.	The continuous identification of positive intentions guided interventions served as a foundation for collaborative goal-setting and fostering a more positive and motivated learning environment.
Future pace (future vision) and ecology	After we implemented this technique, and analyzed the survey results we are aware that in the future we will be able to apply the six-step reframing in our English classes. Ecology checks monitored participation levels, ensuring the ongoing improvement for language excellence in English.

Table 1. Study's outcomes, both before and after implementation of the NLP six-step reframing technique
Source: Author

After applying the NLP six-step reframing technique, conducting student interviews, and class observations, we assessed our research participants with a test, specifically formative assessment. The outcomes from the test were satisfactory, and the results have been organized into tables showing pre-and post-application of the NLP six-step reframing technique.

Grade	No. of students	%
Excellent	12	18.18
Very good	6	9.09
Good	14	21.21
Satisfied	16	24.24
Insufficient	18	27.27
Total	**66**	**100.00**

Table 2. Results before implementation of NLP reframing
Source: Authors calculation

Grade	No. of students	%
Excellent	19	28.79
Very good	14	21.21
Good	16	24.24
Satisfied	17	25.76
Insufficient	0	0.00
Total	**66**	**100.00**

Table 3. Results after implementation of NLP reframing
Source: Authors calculation

Conclusion

The incorporation of six-step reframing technique in English classes has proven to be a very powerful NLP technique. By identifying dissatisfaction signals, alternative behaviours, and eliciting positive intentions, we, as educators, have been able to apply interventions that are in harmony with our students' desires for English language excellence. The introduction of alternative behaviors such as presentation, discussions, and communication projects encouraged research participants to a more engaging and comprehensive learning experience. Our students were actively participating in interactive language practice, project-based assessments, and language immersion activities, showing creativity, critical thinking, and a positive shift in their English language proficiency levels and self-confidence. The continuous identification of selected behaviors, is evidence of increasing students'self-confidence and satisfaction, which shows the effectiveness of six-step reframing technique. After we implemented this NLP technique and analyzed the survey results, we are aware that in the future we will be able to apply the six-step reframing in our English classes. To sum up the NLP six-step reframing technique fostered the dynamic and positively oriented teaching and learning environment, addressing and enhancing English language learning for students.

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