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**SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“NEURO-LINGUISTIC PROGRAMMING
TECHNIQUES IN EFL YOUNG LEARNERS”**

RESEARCH PROJECT

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**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Advisor's Approval

In my role as advisor of the research paper entitled **NEURO-LINGUISTIC PROGRAMMING TECHNIQUES IN EFL YOUNG LEARNERS** prepared by **SALAZAR CANTOS JULIANA JAMILETH** and **FLOR ARIAS KARLA ANAHIS**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that, after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

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Declaration

The content of this of this degree and research work is our responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



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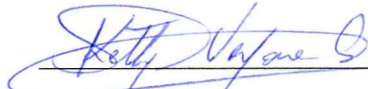
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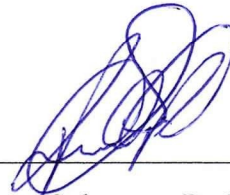
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Acknowledgment I

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-Juliana Jamileth Salazar Cantos

Acknowledgment II

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-Karla Anahis Flor Arias

Dedication I

From the bottom of my heart, this work is dedicated to my beloved parents, Julia Cantos and Mario Salazar. Without you, this would not have been possible. All the effort and dedication put into this work is the result of your daily words of encouragement.

To my brother, my little one whom I love as if he were my own child, thank you for pausing your games and sharing the computer with me for every task I needed to complete. All this effort is also for you. I want to become an excellent professional so I can always guide and help you with everything you need. My eternal love belongs to you.

To the group of friends I met in fourth semester, thank you for all the fun moments during these four years of academic training. My future colleagues, I wish you the best in your personal and professional lives. Thank you for every laugh we shared, every lesson learned, and for being there in times of stress and difficulty.

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Stepping into the world can be frightening, the scary news is that I'm on my own now, *but the cool news is that I'm on my own now.*

With love Juliana Jamileth Salazar Cantos.

Dedication II

To my mom, Veronica Arias, the light that illuminates my life. With all my heart, I dedicate this work to the woman whose unconditional love and support have carried me through, even in moments when I felt weakest. Thank you for your gentle care and for always being there for me. Your constant presence is the most powerful reason I have to keep going in this world.

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Abstract

This study examines teaching practices involving Neuro-Linguistic Programming (NLP) techniques in EFL young learners. The research focuses on educators' perceptions and experiences regarding the use of NLP to optimize the language learning process. By using a qualitative approach, interviews were conducted with English teachers with previous experience in NLP. The results showed that teachers perceive NLP techniques as helpful for encouraging participation, confidence and motivation in the EFL classroom. In addition, linguistic benefits were observed, as it promotes a more natural use of English without resorting to direct translation. However, educators noted that large groups of students represent a significant challenge, as they limit the application of certain techniques, especially kinesthetic ones, due to limited classroom space. Despite this, teachers find ways to adapt to other activities while maintaining student motivation. As a conclusion, this study identifies NLP techniques as a methodology that significantly improves student motivation and participation by creating positive learning environments in which young people develop greater confidence to communicate in English. It is recommended that teacher training programs focused on the application of NLP in the English as a foreign language classroom be implemented.

KEY WORDS: Neuro-Linguistic Programming, English language teaching, motivation, young learners.

Resumen

Este estudio analiza las prácticas docentes que incorporan técnicas de Programación Neurolingüística (PNL) en el aprendizaje del inglés como lengua extranjera por parte de jóvenes estudiantes. La investigación se centra en las percepciones y experiencias de los educadores con respecto al uso de la PNL para optimizar el proceso de aprendizaje del idioma. Mediante un enfoque cualitativo, se realizaron entrevistas a docentes de inglés de secundaria con experiencia previa en PNL. Los resultados mostraron que los profesores perciben las técnicas de PNL como útiles para fomentar la participación, la confianza y la motivación en el aula de inglés como lengua extranjera. Además, se observaron beneficios lingüísticos, promoviendo un uso más natural del inglés, sin recurrir a la traducción directa. Sin embargo, los educadores señalaron que los grupos numerosos de estudiantes representan un desafío significativo, ya que limitan la aplicación de ciertas técnicas, especialmente las kinestésicas, debido al espacio reducido en el aula, a pesar de eso, los docentes encuentran la forma de adaptar otras actividades manteniendo la motivación de los estudiantes. Como conclusión, este estudio identifica las técnicas de NLP como una metodología que mejora significativamente la motivación y participación estudiantil creando ambientes de aprendizaje positivos donde los jóvenes desarrollan mayor seguridad para la comunicación en inglés. Se recomienda implementar programas de capacitación docente focalizados en la aplicación de la PNL en el aula de inglés como lengua extranjera.

PALABRAS CLAVES: Programación Neuro-Lingüística, enseñanza del inglés, motivación, estudiantes jóvenes.

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Introduction

Learning a foreign language is widely considered an essential component for academic and personal development. In many countries, English is recognized as the international language of communication, and its mastery is viewed as a key element for accessing global opportunities. In Ecuador, the importance of English has increased in recent years, as it is required in most educational and professional environments. However, despite the growing exposure to the language, many young learners still face difficulties in developing the four main skills: speaking, listening, reading, and writing. These skills are often related to low motivation, anxiety, and the use of traditional methods that do not respond to EFL students' needs.

As a result, innovative methodologies have been developed to improve the teaching and learning process of English as a foreign language. One of these approaches is Neuro-Linguistic Programming (NLP) which considers the connection between language, thought and behavior making language learning more enjoyable. NLP techniques focus on the connection between thought, behavior, and language, helping EFL students understand how these mental processes influence learning outcomes and communication.

For all these reasons, the main purpose of this work is to analyze the perception and experiences of English educators regarding the use of Neuro-Linguistic Programming techniques in EFL young learners. The research is conducted through qualitative interviews with educators who applied NLP techniques in their teaching practice. This investigation aims to provide valuable insights into the benefits, challenges, and results obtained from using this methodology. The study seeks to promote reflection on how in English teaching can be improved and encourages the creation of positive and motivating learning environments for young learners.

Chapter I

The Problem

General/Category

Educational Innovation in the English Language

Title of the Project

Neuro-Linguistic Programming Techniques (NLP) in EFL young learners.

Problem Statement

In a global context, proficiency in English plays a crucial role for academic success and enhances career prospects. English is often regarded as the lingua franca, making effective communication in this language essential for student's future and professional life (Olusola, 2023).

Many students face significant challenges when developing their English skills and acquiring a second language, including issues related to motivation and anxiety in the classroom. These challenges often manifest in limited participation during oral activities, frequent grammatical errors in written work, and difficulties understanding spoken English. This type of problem or situation can affect and diminish confidence in academic and social contexts. For this reason, Neuro-linguistic offers a series of techniques that can address these difficulties, promoting more effective experiences and positive learning.

In many traditional language learning environments, conventional teaching methods often fail to motivate students or foster meaningful engagement. This low level of engagement and retention of information, in turn negatively affects academic performance. In this context, Neuro-Linguistic Programming techniques emerge as an alternative, offering tools that can transform learning experiences by focusing on the connection between language, behavior, and emotions (Ali & Muslimi, 2024)

In addition, it is essential to consider that the implementation of Neuro-Linguistic programming techniques in teaching of English represents a valuable opportunity to address the challenges that students face in the learning process. According to Keezhatta (2019) in her article related to the impact of Neuro-Linguistic Programming on English Language Teaching, professional teachers who have received training in NLP have observed enhancements in relationships with students and greater levels of student engagement, which contribute to improved retention of the acquisition of new languages, in this case English.

Therefore, the aim of this study is to examine the use of NLP techniques in the English classroom through the interpretation and compilation of teachers' perceptions. First, the theoretical foundations and educational applications of NLP will be identified, and then the ways in which specific techniques relate to the motivation and engagement of young learners will be explored.

Additionally, the benefits of these methods on the learning of English as a foreign language will be examined. Given the challenges faced by traditional classrooms, especially about motivating young people, the incorporation of NLP strategies offers a promising alternative for improving experiences and outcomes.

Problem Formulation

General Question

How do language teachers describe the utility and application of Neuro-Linguistic Programming in enhancing the English Language learning experience for EFL young students?

Specific Questions

- How do NLP techniques relate to student motivation and engagement in learning English?
- What are the effects of applying NLP techniques into different learning styles?

- What challenges do teachers face when implementing NLP techniques in the EFL classrooms?

Objectives

General Objective

To analyze teacher's perceptions and experiences of the application of Neuro-Linguistic Programming (NLP) techniques to optimize language teaching to EFL young learners, through interviews with professionals in the area.

Specific objectives

- To describe the principles and concepts of NLP and its application into students with different learning styles from the perspective of language teaching.
- To explore the Neuro-linguistic theories and techniques to enhance students' motivation and engagement during the language learning process.
- To identify the benefits and challenges teachers associate with the implementation of NLP techniques in their pedagogical practice for language teaching.

Justification

This study seeks to understand how English teachers perceive and describe Neuro-Linguistic Programming (NLP) techniques in EFL classrooms. By gathering teachers' reflections and experiences on how NLP strategies can address common challenges in second language acquisition, this research aims to contribute to pedagogical approaches that foster more meaningful learning experiences.

According to Tingo (2024) spoken language, it is the first way people express themselves, and it is learned from a very early age through listening to and imitating sounds. This shows the importance of using teaching methods that focus on communication and interaction. NLP techniques also use these processes, such as imitation and the use of the senses, so they can be very useful in helping young students feel more motivated and engaged in English classes.

NLP techniques in English language teaching are a very necessary tool for students in the learning process. The aim of this study is to understand how teachers conceptualize these techniques, describe their implementation in the classroom, and perceive their role in the learning environment. The reviewed literature shows that the use of NLP techniques in language teaching can support addressing issues such as stress, improving memory, and increasing student motivation. It also highlights that NLP allows teachers to adapt their strategies to students' main learning styles, which can help them process information more effectively (Passmore & Rowson, 2019). However, the use of NLP techniques in English language teaching has not yet been widely explored, particularly with young learners. This study provides an opportunity to examine the applicability and document teachers' perceptions of this approach, providing insights that can improve the language teaching and learning process.

Chapter II

Theoretical Framework

Background

Neuro-linguistic Programming techniques have been increasingly applied in educational contexts to enhance learning outcomes. According to Delgado (2021), Bandler and Grinder's (1970) model is a way of changing a person's thoughts and habits to achieve success through perception, behavior, and communication techniques. It is a pseudoscientific approach based on neural connections, specifically how they process language. It has become popular among alternative approaches to personal development or self-help.

Research on Neuro-Linguistic Programming (NLP) has also gained significant attention in various international academic and pedagogical circles. A research study carried out in Iran reveals that NLP can significantly enhance the teaching experiences of instructors and improve communication between students and teachers in English as a foreign language classroom. The results highlight that with NLP, English language teachers, as facilitators, can bring about practical results for learners, help them identify their own motivations in the learning process, enhance their personality and interpersonal skills, and attract them more to the class environment emotionally, which will assist them to be more confident towards resolving any problem (Rayati, 2021, p. 60). These results show that the application of NLP in education is not limited to a single country, but represents a broader international trend toward more dynamic, student-centered teaching.

Complementing this international perspective, a study in France also investigated the role of NLP in relation to motivation for performance and emotional intelligence among college students. The research emphasized NLP as an action-oriented approach, concentrating on the “how” of learning rather than the “why.” The findings indicated that “NLP strategies, such as

rapport building, behavioral flexibility, sensory acuity, and modeling, were effective in encouraging divergent thinking, adaptability, and positive attitudes in academic contexts (Hashempour, 2024, p. 14). Collectively, these studies evidence that NLP is an adaptable pedagogical resource with international applicability, capable of improving both teaching practices and student outcomes in diverse educational contexts and suggest that adopting NLP principles can promote a more student-centered, motivating, and psychologically grounded approach to education worldwide.

Neuro-linguistic Programming has been recognized in a Latin American context as a powerful tool in different educational settings. Several studies carried out in countries such as Mexico and Venezuela, have explored the use of NLP in the educational field. These results of this research indicate that the implementation of NLP techniques can help improve student's academic performance, motivation, and the development of general skills.

Mexican research on NLP has demonstrated its ability to enhance students' thinking and learning processes. NLP techniques allow instructors to model effective behaviors, guiding students to acquire skills and strategies with greater commitment and effort. This study also acknowledges that NLP is based on the premise that successful behavioral patterns can be understood and modeled and used to improve communication, personal and professional skills, and overall well-being (Ávila, Berumen, & Villegas, 2024).

According to findings reported in Venezuela, NLP techniques help teachers adapt instruction to individual learners, promoting classroom motivation, confidence, and active participation. The study points out the importance of working on students' self-doubts about learning English and helping them develop a more positive attitude. When this happens, students become more comfortable to communicate and participating, benefiting both social and linguistic development in the EFL classroom (Rosero, 2023).

The Ecuadorian educational context has seen growing interest in NLP as a tool for improving learning outcomes, especially in English language teaching, where studies highlight its impact on motivation, communication, and personal development. Recent research into NLP techniques has identified several key principles, including goal setting, effective communication, and behavior recognition and modification (Barrionuevo & Miriam, 2024). This aligns with other reviews in the field, which often mention specific techniques including rapport, the VAK model (visual, auditory, kinesthetic), modeling, anchoring, and reframing.

In line with this perspective, another study from Ecuador confirms that Neuro-Linguistic Programming (NLP) provides practical techniques for teaching English and for broader cognitive and personal development. Incorporating at least three of the NLP techniques can make lessons interesting for all students and it will help to improve the teaching process of learning English as a foreign language (Espinales & Vigueras , 2022).

Adding to the Ecuadorian research, a further study found that implementing NLP techniques helps students feel more confident and motivated to learn English. The use of strategies such as anchoring, rapport and mirroring improved their speaking skills and made them more active participants in the classroom. The study suggests that NLP strategies effectively address learning challenges, leading to greater motivation to speak, and improve performance with the students' own ways of thinking (Carvajal, Andrade, & Salazar, 2021, p. 1180). This evidence supports the idea that NLP is not just a complementary tool for language teaching, but also complete pedagogical approach that contributes more meaningful and engaging learning experiences.

Pedagogical basis

Behaviorism

Neuro-linguistic programming integrates concepts from various psychological theories, including Behaviorism, offering a perspective on communication and personal development that combines different ideas. This learning theory, developed by John B. Watson (1913) and B.F. Skinner (1957) propose that learning is an observable change in behavior caused by the interaction between stimuli (what the learner receives) and responses (what the learner does) (The Editors of Encyclopaedia Britannica, 2025).

Loo (2025) explains that behaviorist learning theories include two main types of conditioning:

Classical Conditioning: This occurs when a repeated stimulus becomes associated with an automatic behavioral response.

Operant Conditioning: This is a technique that uses positive and negative reinforcements (rewards or punishments) to encourage an individual to start or stop a specific behavior.

From this behaviorist viewpoint, learning a new language is seen as a form of conditioning. This process happens during the various stages of language acquisition (imitation, practice, reinforcement, and habituation), as well as throughout the stages of language development (Farhan, 2022). Behaviorist views, as explained by Asl (2024), had a major impact on language teaching, becoming the foundation of the audiolingual approach. When this theory is applied to language learning, language is seen as a behavior to be taught. Learners are given language tasks in small, sequential steps. A small part of the foreign language, such as a structural pattern, is presented as a stimulus, to which the learner responds, for example, by repetition or substitution.

Table 1*Principles of Behaviorism and Their Application in Language Teaching*

Stimulus - Response - Reinforcement	Learning occurs through imitation, repetition, and positive feedback from the teacher.
Habit Formation	Frequent exercises and corrections help students develop accurate language habits.
Imitative Learning	Students acquire pronunciation and grammar by imitating the behavior of the teacher and their classmates.

This behaviorist principle directly connects to NLP because it also pays attention to how behavior can be changed through practice, repetition, and positive reinforcement. For example, NLP techniques such as modelling or anchoring are based on the principle that people can learn new behaviors by repeating certain actions or linking them to positive experiences.

Cognitivism

Neuro-Linguistic Programming also finds alignment with cognitive psychology. While behaviorism deals with the what of behavior, cognitivism explores the how and why of internal mental processes, an approach that is fundamental to NLP. This learning theory is based on Jean Piaget's (1975) work, which proposed that we learn by connecting new knowledge to what we already know. Cognitivism focuses on the individual's thought processes, and the teacher's role is to enhance metacognition, which means to have students "think about their thinking" (Mustafa, Gandhi, & Mukherj, 2023).

According to Cloke (2024) these mental steps correspond to Piaget's ideas of cognitive development, forming a clear framework for understanding how information is transformed within the mind:

Attention: focusing on specific information while filtering out potential distractions.

Memory: the process of encoding, storing, and retrieving information.

Problem-solving: using thinking skills processes to overcome challenges.

Decision-making: evaluating information and selecting a course of action.

Surhano (pp. 51-52) explains that cognitivism in language teaching views learning as an active mental process that focuses on how learners understand, organize, and store information, rather than just external behaviors. This approach promotes teaching strategies that engage students' memory, attention, and problem-solving skills.

Cognitivism and Neuro-Linguistic Programming share several principles. Cognitivism describes the thought and memory processes involved when a student learns something new. On the other hand, NLP offers techniques that allow working directly with these processes, helping students to better manage their thoughts, emotions, and ways of perceiving information. In this way, NLP applies in practice what cognitivism proposes in theory, becoming a support for improving learning and teaching in the classroom.

VAK Model (Visual, Auditory, Kinesthetic)

Neuro-linguistic programming (NLP) is a set of methods that identify how the mind processes information. The VAK model is a key part of NLP that classifies how people prefer to learn and communicate. As Lattimer (2019) notes, recognizing these styles, leaders and teams can improve communication, boost engagement, and strengthen collaboration.

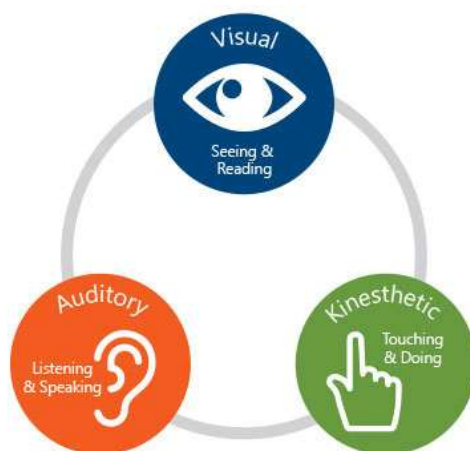
The VAK Learning Style Mode, as described by Chohan (2024) groups learners into three main categories:

- **Visual learners:** Prefer visual aids like charts, graphs, diagrams, and images.

- **Auditory learners:** Learn best through listening, such as lectures, discussions, or reading aloud.
- **Kinesthetic learners:** Thrive on hands-on experiences, practical activities, and role-playing.

Figure 1

VAK model into NLP techniques



Note: Diagram showing different VAK learning styles. Source: (Beqiri, 2021)

Teaching students based on their learning style preference helps them to understand English more easily. This is why it's essential for a teacher to know a students' preferred ways of learning, particularly in English language teaching. As Asrini et al. (2019) emphasize, teachers play a crucial role as facilitators in the teaching-learning process, determining the most effective methods and materials for their students. When language educators align their teaching with VAK model, they can create a better learning environment that fosters engagement, participation, and the development of young learners' communicative skills.

Research confirms that implementing the VAK learning model can improve students' academic performance, one study showed that young learners improved in descriptive writing,

by aligning teaching methods with students' dominant sensory modalities (Ramadian, Suryati, & Cahyono, 2019). Consequently, understanding and applying VAK principles can provide a more personalized and effective learning experience for young students. Meanwhile, techniques such as anchoring, mirroring, and modelling allow learners to internalize effective communication, enhancing both their verbal articulation and non-verbal fluency (Aby, et al., 2025).

Theoretical basis

To fully understand how Neuro-Linguistic Programming (NLP) applies in education, it is helpful to consider its fundamental principles and origins. The 1970s witnessed the development of Neuro-linguistic Programming (NLP) at the University of California, Santa Cruz. Richard Bandler, an information scientist and mathematician, and linguist John Grinder are its principal founders (Abraham, 2024). The NLP Empowerment Partnership (n.d.) offers a useful analogy, describing NLP as “learning the language of your own brain” or “an instruction manual.” It's based on three key components: “neuro,” which is the neurological system; “linguistics,” which is the message, both verbal and nonverbal, that is sent to the brain; and “programming,” which is how the mind processes these messages.

According to TESOL (2023), NLP focuses on four important principles that shape its approach. First, it recognizes “personal perspective” which means people experience the world differently, because our perceptions, thoughts, and emotions are filtered by our unique experiences and interpretations. This connects directly to how individuals communicate where NLP explores how language and communication can shape thoughts, feelings, and behaviors. In addition, NLP focuses on observing and replicating how people get good results in different areas, such as personal relationships, business, and therapy. It also emphasizes that emotional and mental states have an important role in our behaviors and outcomes.

Neuro-linguistic programming (NLP) and English language teaching (ELT) share a relationship, as both are fundamentally concerned with optimizing communication and learning processes. This connection is emphasized by British Council (n.d.) as it indicates that NLP and ELT are complementary in that NLP learns by observing communication patterns, and ELT learns from what NLP suggests as best practice in improving interpersonal communication and therefore learning. There is nothing in NLP that is contrary to current ELT methodology in terms of communicative language learning and humanistic approaches, while NLP has much to contribute to the already vast repertoire of the informed eclectic.

The application of NLP as a method is gaining more and more attention these days. To enhance a learner's capacity for learning and communication, as well as their own personal growth, it is an essential component. The combination of Neuro Linguistic Programming and the academic field can produce amazing results (Thakre, et al., 2023, pp. 533-534). Educators can make use of various techniques which include the following:

Anchoring: Anchoring is a Neuro-linguistic Programming that associates an internal response with some environmental or mental trigger so that responses may be immediate. Here the stimulus can even be neutral or even out of conscious awareness. The stimulus could be reinforced by recurrent stimuli, which makes them similar to classical conditioning (Archana & Kannadasan, 2024, p. 81).

Rapport: NLP Rapport is the ability to enter someone else's world, to make him feel you understand him, and that there is a strong connection between the two of you (NLP WORLD, 2021).

Mirroring and match: This technique involves subtly imitating the behaviors, speech patterns and gestures of the person you are communicating with in order to create a sense of

connection. By mirroring and matching, individuals can build trust and establish a deeper level of understanding with others (Sandua, 2024, p. 28).

One of the central aspects of Neuro-Linguistic programming is understanding how people internally represent the world through sensory modalities, primarily visual, auditory, and kinesthetic channels. In NLP, a focus is identifying the structure of internal representations, such as visual images, size, and brightness, in a dynamic way. Thus, the structure of internal representation is regular and unique to each person (Sana Gran, 2021). One of the presuppositions of NLP is that people are much more than their behaviors. The point is that behaving badly does not make someone a bad person. Helping students identify their abilities and develop skills can optimize their motivation and, therefore, change their behavior and attitude toward the learning process (Talib, 2021).

Legal Basis

The articles mentioned emphasize the importance of education as a constitutional right and underline the duty of the State to provide inclusive and equitable learning opportunities. In this context, national development, forming the legal basis for the adoption of innovative methodologies in the classroom.

Art. 26.- “Education is recognized as a lifelong right of every person as a duty that the State cannot avoid or ignore. It is established as a priority in public policy and national investment, ensuring equality, social inclusion, and the well-being of citizens. As the same time, individuals, families, and society hold both the right and the responsibility to take part in the educational process” (Constitución de la República del Ecuador, 2008).

Art.27.- “Education will focus on human beings and guarantee their holistic development within the framework of respect for human rights, sustainable environment, and democracy. It will be participatory, compulsory, intercultural, democratic, inclusive, and diverse,

with both quality and warmth. It will promote gender equity, justice, solidarity, and peace; encourage critical thinking, art and physical culture, individual and community initiative, as well as the development of competencies and skills for creation and work. Education is indispensable for knowledge, the exercise of rights, and the construction of a sovereign country, constituting a strategic foundation for national development” (Constitución de la Republica del Ecuador, 2008)

Art. 344.- “The national education system will include institutions, programs, policies, resources, and actors across initial, basic, and secondary education, and will be connected to higher education. The State, through the national education authority, will set policy, regulate, and oversee all education activities and institutions” (Constitución de la Republica del Ecuador, 2008)

According to LOEI (Ley orgánica de Educación Intercultural, 2021), Article 3 establishes that the main purposes of education are to ensure the full development of students’ personality, the exercise of their rights and responsibilities, and the promotion of a culture of peace. It also emphasizes democratic, intercultural, and plurinational coexistence, as well as the preservation of cultural identities, all of which must be guaranteed under strict quality standards.

These guidelines highlight the responsibility of teachers not only as transmitters of knowledge, but as lifelong learners and professionals committed to ethical practices. Recent studies reinforce this perspective, suggesting that ongoing professional development contributes to improved student outcomes and enhances motivation in classrooms (Murad, 2021).

This approach encourages critical thinking, creativity, ethical values, and interpersonal skills. Preparing students to participate actively in society (Miller, 2019). In this sense, teaching is not only the transmission of knowledge but also the cultivation of attitudes and competencies that support lifelong learning.

Neuro-Linguistic Programming provides strategies to enhance learning by understanding how students process information, improving engagement, retention, and performance in language learning, which is particularly relevant in EFL classrooms. Bookey (2023) explains that techniques such as visualization, anchoring positive emotions, and changing the way students see challenges can help learners reduce anxiety, increase motivation, and strengthen memory. These methods also support the national goals of holistic, inclusive, and participatory education, as they allow teachers to adapt instruction to the needs of each student.

Chapter III

Methodological Framework

This chapter outlines the methodological design employed to investigate the application of Neuro-linguistic Programming (NLP) techniques in the EFL classroom. Qualitative methods are used in this research to explore in depth the experiences, perceptions, and teaching practices of the participants. This study focuses on a specific group of secondary English teachers in Santa Elena province with previous experience using NLP techniques.

As Tenny et al. (2022) conceptualize it, qualitative research is a type of research that explores and provides deeper insights into real-world problems. Instead of collecting numerical data points, qualitative research gathers participants' experiences, perceptions, and behavior. It answers the how's and whys instead of how many or how much. This approach allows participants to explain what they were thinking, feeling, and experiencing at a particular time or during an event of interest.

This research collects data through interviews that contribute to a clearer understanding of the individual experiences of the sample. It analyzes the perceptions or opinions of secondary school English teachers on the application of Neuro-linguistic Programming techniques as a process for improving the participation and engagement of EFL young learners.

Type of research

This investigation adopts phenomenological design. Based on the work of McLeod (2024), phenomenology in qualitative research is characterized by a focus on understanding the meaning of lived experience from the perspective of the individual. Instead of testing hypotheses or seeking to generalize findings to a larger population, phenomenological research aims to illuminate the specific and to challenge structural or normative assumptions by revealing the subjective experiences and perceptions of individuals.

This design is appropriate for this study as it aligned with the main objective of understanding the experiences of English teachers in applying Neuro-Linguistic Programming techniques. The phenomenological approach helps to discover how these educators perceive, interpret, and make sense of the integration of NLP into their teaching practice.

Data collection techniques

This academic study is carried out through interviews to English teachers from a specific middle institution in Santa Elena province who have applied NLP techniques in their pedagogical practices. According to McLeod (2024) interviews are a common method for collecting data in phenomenological research. Researchers typically use semi-structured or unstructured interviews, which prioritize open-ended questions and allow participants to describe their experiences in their own words. These interviews aim to elicit detailed, concrete descriptions of specific experiences rather than abstract generalizations.

This study uses individual interviews to collect data. The interviews are conducted face to face at the participants' educational institutions. This format is chosen for its ability to generate better communication and an atmosphere of trust. The purpose of the interview is to collect detailed information about teachers' experiences using NLP techniques in EFL classrooms and to understand the personal perceptions of this method.

Instrument

For data collection, the study uses a questionnaire as its main instrument. Bhandari (2023) defines a questionnaire as a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Along the same lines, Ranganathan & Caduff (2023) highlight that a “research questionnaire can be defined as a data collection tool consisting of a series of questions or items that are used to collect information from respondents and thus learn about their knowledge, beliefs, and behavior and informed by a positivist philosophy of the natural

sciences that consider methods mainly as a set of rules for the production of knowledge; questionnaires are frequently used instrumentally as a standardized and standardizing tool to ask a set of questions to participants”.

Similarly, Mathers et al. (2007), as cited in Kuphanga (2024), the design of a questionnaire holds paramount importance in ensuring the reliability and validity of collected data. A well-designed questionnaire features clear and precise questions, consistently posed to all respondents. This uniformity is essential for producing reliable results that can be compared across different participants.

Type of question

The questionnaire includes eight open-ended questions designed to encourage participants to describe and share their experiences using NLP techniques, allowing examiners to identify insights that closed-ended questions do not allow. Rosala (2024) emphasizes that open-ended questions promote exploration of a topic; a participant can choose what to share and in how much detail. Participants are encouraged to give a reasoned response rather than a one-word answer or a short phrase.

These questions were carefully selected to explore the application of Neuro-linguistic Programming techniques in Language Learning Classrooms where English is the predominant foreign language. This approach ensures that the information collected reflects the opinions of educators, which is an important fact for this qualitative research.

Data Collection techniques

Table 2

Data Collection Process

Question	Justification
What?	To get information from educators
Where?	At Unidad Educativa Americano, La Libertad – Santa Elena Province
When?	September 2025
How?	By one-on-one interview
What for?	To explore how NLP techniques relate to young learners' motivation and engagement through educators' experiences.

Note. Information designed by the researchers for the methodological planning of the study.

According to Lim (2025) the data Collection is a crucial component in this qualitative phenomenological research and refers to the systematic process of gathering detailed information to address the research questions. In this study, semi-structured interviews act as the main instrument, enabling participants to relate their perspective on the application of Neuro-linguistic Programming techniques in EFL teaching practice. Eight open-ended questions are included in the interview protocol to explore how teachers adapt and integrate these strategies into various learning styles, as well as observe how they foster young learners' motivation and engagement.

Each interview is carried out individually in a private setting of the institution to promote clear communication and create a comfortable environment for the participants. All interviews are audio-recorded with prior consent which ensures accuracy during the transcription process and

later analysis. The data collection process maintains strict ethical standards, with special consideration given to the confidentiality of teachers.

Population and Sample

The population is defined as the entire group of individuals that meet the criteria for inclusion in a study (Bridier, 2021). This group forms the foundation for exploring the phenomenon under investigation, consequently establishing the boundaries and scope of the research. In this investigation, the participants work in the same institution, which provides a consistent context for studying new teaching methods.

Campos & Saidel (2022) describe that the sample consists of a deliberately selected group of individuals whose primary purpose is to provide deep and contextual insights into the phenomenon under study. Choosing the right sample is essential for ensuring the validity of research findings. The purpose of this research is to be a selective and intentional sampling strategy. The sample consists of five English educators from the Unidad Educativa Americano, a fiscomisional institution.

The selection focused on educators who met specific criteria relevant to the research objectives. All participants currently teach English at the same institution and have experience in the application of NLP techniques in their classroom. Each participant has at least three years of experience in teaching languages and working with young learners.

To sum up, this careful selection confirms that the participants can provide deep, practical insights based on direct experience. Their professional background provides meaningful perspectives on the application of NLP across different learning stages, which is crucial for addressing the core research questions.

Chapter IV

Analysis of Findings

Brief explanation of the findings

An analysis and interpretation of data gathered from interviews with five English educators who have experience using Neuro-Linguistic Programming techniques in their teaching classes is presented in the following chapter. The aim of this section is to understand how these techniques are applied in English language teaching and how they foster the motivation and engagement of young learners. The interviews were conducted using open-ended questions, which allowed the teachers to share their perceptions and experiences in depth.

As a summary, participants agreed that Neuro-linguistic Programming techniques play a fundamental role in teaching English to young learners, highlighting their ability to build confidence in students by making classes more dynamic and thus encouraging participation. They also indicated that some of the benefits of these techniques are learning the language without relying on translation, strengthening confidence in oral production, and developing social skills through teamwork and leadership.

Nonetheless, they identified various challenges in applying the techniques, mainly related to high number of students and lack of physical space. To combat these difficulties, different activities are used to capture the students' attention. In conclusion, the participants state that NLP is an effective tool for optimizing the teaching-learning process in EFL young learners.

Interpretation of Data from The Interview

Information received from the survey has been used to obtain valuable data about the use of Neuro-Linguistic Programming (NLP) techniques. This analysis is based on an examination of eight questions which are designed to examine how NLP can assist in increasing motivation among students, and what advantages and disadvantages have teachers experienced when applying these techniques, how the students respond to the utilization of these strategies, how NLP relates to the various learning style categories, and the recommendations provided by teachers for future classroom applications.

Question 1: How would you describe the role of Neuro-Linguistic Programming in teaching a foreign language among young learners?

Question one is related to the role of NLP in the classroom with young EFL learners. Each teacher responded that NLP techniques contribute to developing linguistic and social skills. From an academic perspective, teachers reported that NLP techniques, particularly “modeling” through role-playing, play a fundamental role in strengthening language skills in a balanced way. Role-playing games are highlighted because they improve listening comprehension, reading, and the acquisition of new vocabulary in a natural way.

From a personal and social perspective, educators indicated that NLP, through the rapport building technique, represents a very important resource, as it fosters leadership, teamwork, and social skills, preparing students to interact effectively in diverse contexts. Teachers also pointed out that NLP techniques can transform the classroom environment, making it more positive, motivating, and dynamic, which helps young learners lose their fear of speaking English and participate with greater confidence.

However, educators also indicated the importance of adjusting NLP techniques to each student's different learning styles, applying the VAK (Visual, Auditory and Kinesthetic) model in

a differentiated manner, recognizing that there is not always a one-size-fits-all approach that works for everyone. In general, teachers perceive NLP techniques as a methodology that enriches English language teaching by integrating linguistic progress with the social and personal development of young students, using specific tools such as Modeling, Anchors, Rapport and VAK adaptation.

Question 2: How does NLP contribute to improving students' participation and confidence in using English both inside and outside the classroom?

Regarding the next question about how NLP supports student participation and confidence, the teachers agree that NLP techniques encourage active participation and help students overcome their shyness when using English through several key mechanisms. The main mechanism identified is the creation of a safe and friendly environment, achieved through the NLP principle of “rapport”. For example, interactive activities like dramatizations or role-plays create a more relaxed atmosphere because they are associated with real-life experiences so students lose their fear of participating, as learning English goes from being an academic obligation to a fun experience, creating a non-judgmental environment among classmates, which helps students make mistakes without embarrassment, allowing them to practice English in an improvised and natural way.

As one of the teachers explained: “They improvise and thus gain confidence, even if they make mistakes.” This practice helps develop confidence in acquiring a new language, in this case English. Finally, the variety of sensory activities —roleplaying, activities with images, songs, riddles—keep students interested and engaged, free from pressure, allowing them to develop language skills and personal confidence.

Question 3: What are the benefits that NLP brings to the teaching of English to young learners?

In terms of the benefits of applying NLP techniques, teachers pointed out emotional and linguistic advantages, as they believe these techniques promote the natural use of English, preventing students from translating from their native language. In the linguistic context, teachers affirm that NLP techniques promote the natural use of English, avoiding translation from the mother tongue. This benefit is achieved through the application of multisensory anchors, where drawings, songs, and role-playing create a direct connection between concepts and expressions in English. One of the teachers interviewed points out that language acquisition through natural processes is similar to that of babies, as they do not translate, but simply associate sounds, images, and sensations with meanings. This is exactly how “modeling” works, facilitating the internalization of the language.

Speaking about the emotional side, the most common benefit noticed is increasing students’ confidence, as they become more involved without feeling pressure or fear. Teachers mentioned that this positive connection with English is essential for learning over the long term, as it creates a comfort environment, reduces anxiety and associates English with positive emotions. In conclusion, NLP techniques are seen not only as pedagogical tools but also as way to support emotional management, helping to create a positive environment for learning.

Question 4: What are the challenges you faced when implementing Neuro-linguistic programming techniques in foreign language teaching?

According to teachers, implementing Neuro-Linguistic Programming in EFL classrooms presents several difficulties. The first challenge is the high number of students per class, which prevents teachers from recognizing how each student learns best, providing personalized feedback, and maintaining constant motivation among all students. The high number of students leads to the

next challenge, which is the lack of physical space, making it difficult to put into practice kinesthetic activities that are essential in the application of NLP.

Apart from that, it was indicated that one of the provisions of the Ministry of Education also presents a challenge because only three hours per week per level are allocated to English teaching. This makes it difficult to apply NLP techniques fully, as it is not enough if the purpose is to improve language acquisition. Teachers do not see this as a pedagogical challenge but as an administrative restriction that forces them to rush the learning process. Teachers recognize the value of NLP techniques, but sometimes their application is somewhat limited by external factors. These difficulties show the importance of finding creative ways to keep students motivated and participating in class.

Question 5: What kinds of responses do students show when you implement NLP techniques?

From the teachers' perspective, applying NLP techniques to students shows positive responses. Teachers report that students show enthusiasm when activities are presented as games rather than academic exercises, which is ideal for language learning, as it develops focused attention, fearless participation, motivation, and creative communication. The positive aspects of applying these techniques consist of the ability to generate positive emotional and cognitive states, transforming English learning into a meaningful and enjoyable experience, so that students feel confident in expressing themselves and experimenting with the new language.

Question 6: How do you see the relation between NLP techniques and students' motivation learning English as a foreign language?

Teachers agree that there is a direct relationship between the use of NLP techniques and increased student motivation to learn English. This relationship can be identified through activities that include topics of personal interest to students, as it creates a fun classroom environment where

mistakes are considered a normal part of learning. For example, strategies such as using songs chosen by students, presentations, and short role-plays on fun topics keep them interested. Teachers point out that NLP techniques transform motivation from learning out of obligation to learning for enjoyment and a sense of achievement, thus creating the best conditions for meaningful learning of English as a foreign language. In addition, it was shown that activities such as working with images or guessing games create an element of challenge and surprise, which keeps students interested in learning in a more dynamic way. Based on the responses to this question about how the relationship between NLP techniques and students' motivation to learn English is perceived, it can be concluded that motivation depends not only on the technique, but also on the relevance of the content and the ability to connect with the reality of young people.

Question 7: What role does NLP play in addressing different learning styles, such as the VAK model in the classroom?

Educators recognize that students learn in different ways and that NLP helps to adapt activities to those differences. It is noted that NLP allows visual, auditory, and kinesthetic elements to be integrated into various activities, making learning more engaging and inclusive. An example of this is transforming reading into a game that involves movement, memory, or competition, which keeps students attentive and motivated.

Teachers emphasize the integration of multiple styles in the same class, that is, combining activities that present the three learning styles. For example, when practicing vocabulary, images (visual) can be used, songs for auditory learners, and similarly, representations for kinesthetic learners. This way, each student can connect with the content that works best for them. Teachers conclude that by applying different types of activities, they are ensuring that no learning style is excluded.

Question 8: What recommendations would you give to other teachers who are interested in implementing NLP techniques in teaching English

Finally, with respect to recommendations from teachers to other educators who wish to apply these techniques, participants emphasized that each classroom has its own reality, there are no universal activities that work in all contexts, and it is necessary to adapt to the reality of the group. They recommend personalizing activities for students, for example, by modifying a traditional game and transforming it into one with elements specific to the classroom. For example, turning the classic “Simon Says” into “Kevin Asks” to practice questions makes the activity more engaging and relevant to students.

Questions report.

Table 3

Results Obtained from Teachers' Experiences with Neuro-linguistic Programming Techniques in EFL Young Learners Compared to the Literature Review

Questions	Answers	Author
How would you describe the role of Neuro-Linguistic Programming in teaching a foreign language among young learners?	<ul style="list-style-type: none"> • NLP develops linguistic and social skills. • Promotes motivation and classroom engagement. • Creates a natural and pleasant learning environment. • Can be adapted to different learning styles. 	With NLP, English teachers can help learners identify their own motivations and enhance their confidence and interpersonal skills. (Rayati, 2021, p. 60)
How does NLP contribute to improving students' participation and confidence in using English both inside and outside the classroom?	<ul style="list-style-type: none"> • Encourages active participation. • Help students overcome shyness and fear of mistakes. 	NLP complements existing communicative methods such as role-play, storytelling, and simulation by adding

	<ul style="list-style-type: none"> • Role plays and interactive tasks make English use spontaneous and natural. 	psychological depth and learner empowerment. (Aby et al. 2025)
<p>What are the benefits that NLP brings to the teaching of English to young learners?</p>	<ul style="list-style-type: none"> • Promotes natural use of English without translation. • Build confidence and motivation. • Strengthens both linguistic and emotional aspects. 	NLP techniques transform learning by connecting language, behavior, and emotions.” (Ali & Muslimi, 2024)
<p>What are the challenges have you faced when implementing Neuro-linguistic programming techniques in foreign language teaching?</p>	<ul style="list-style-type: none"> • Large class sizes limit individual participation. • Reduced classroom space restricts movement. • Limited time to apply techniques effectively. • Teachers adapt strategies creatively to keep motivation high. 	The VAK model allows educators to adapt teaching to individual learning preferences, improving motivation and engagement. (Aby et al. 2025)

Note 1 This table presents the results obtained from interviews conducted with teachers who had implemented Neuro-linguistic programming techniques in their teaching practice versus the bibliographic review.

To sum up, the data show that teachers consider Neuro-linguistic programming techniques to be effective and flexible, promoting the linguistic, social and emotional aspects of English language learning. They also recognize that students learn in different ways and that NLP techniques help to adapt activities to these differences. NLP allows visual, auditory, and kinesthetic elements to be integrated into a variety of activities, making learning more engaging and inclusive.

Chapter V

Reflection of the study

The following section of this research is conducted to analyze the perceptions and experiences of Neuro-Linguistic Programming techniques in optimizing English language teaching for young learners. The research confirms that NLP techniques significantly contribute to creating a more forceful, engaging, and psychologically safe learning atmosphere, which is essential for effective language acquisition. Moreover, the teacher's experience showed positive results in this study underscores the potential of NLP to enrich contemporary EFL methodologies and address common challenges in language education.

Conclusion

The first deduction, based on the collected data, is that NLP is a fundamental tool that optimizes the learning process of young learners. A principal outcome is that NLP transcends being a simple set of activities. It is an intentional methodology that actually connects language with behavior and emotions. According to this, the research confirms that NLP core concepts enable the creation of an adaptive framework, personalizing the language teaching process for each student.

Furthermore, it demonstrated that students' motivation and participation exhibit a direct, positive relationship with the NLP techniques. It is evident in how educators use the VAK model to implement it in the classroom. As a result, the application of this model facilitates the creation of inclusive teaching that adapts to diverse learning preferences. These types of methods can help young learners feel more motivated and confident in the process of learning the language.

There are many challenges in the application of NLP such as limited physical space, large class size, and time constraints that were consistently described as common obstacles. The

final deduction demonstrates that these limitations can often be overcome through creative adaptation of classroom activities.

Recommendations

Based on the results, it is suggested to improve the application of Neuro-Linguistic Programming in English as a Foreign language class. For educational institutions, it is advised to organize regular workshops about NLP methods. In addition, its importance should create groups where docents can share experiences and learn together about using NLP in their teaching process. Other suggestions include making classes easier to manage, such as reducing the number of students or arranging classrooms for NLP activities. In the case of English docents, it is important to continue professional development by attending workshops or taking courses. Collaborating with colleagues to exchange teaching strategies and experiences can also enhance instructional practice. Docents should design lessons that integrate visual, auditory, and kinesthetic activities to address diverse learning styles effectively. Moreover, further research conducted in various educational settings would help confirm and strengthen these findings, contributing to a deeper understanding of NLP's impact on foreign language education. Finally, the replication of this study in various educational contexts would help to validate and refine these findings, ultimately contributing to a more comprehensive understanding of NLP's role in language education.

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Annexes**Annexes A: Certified Anti-Plagiarism System**

La Libertad, 29 de octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “**NEURO-LINGUISTIC PROGRAMMING TECHNIQUES IN EFL YOUNG LEARNERS**” elaborado por los estudiantes **Salazar Cantos Juliana Jamileth** y **Flor Arias Karla Anahis**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti-plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación se encuentra con 4% de la valoración permitida, por consiguiente, se procede a emitir el informe.

Atentamente,

**Lcda. Niola Sanmartín Rosa Elena, MSc.****Tutor**

NLP Techniques - Salazar Juliana - Flor Karla

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2	 www.eurokd.com Neuro-linguistic Programming and Its Applicability in EFL Clas... https://www.eurokd.com/LTRQ/doi/10.32038/ltrq.2021.24.03.pdf	< 1%		🔗 Palabras idénticas: < 1% (64 palabras)
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1	 peopledevelopmentmagazine.com VAK Communication And Learning Styles M... https://peopledevelopmentmagazine.com/2019/01/29/vak-learning-styles-model/	< 1%		🔗 Palabras idénticas: < 1% (37 palabras)
2	 repositorio.upse.edu.ec Musical activities to develop english listening skills to s... http://repositorio.upse.edu.ec:8080/jspui/bitstream/46000/4175/6/UPSE-TLI-2016-0025.pdf.txt	< 1%		🔗 Palabras idénticas: < 1% (18 palabras)

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Lcda. Niola Sanmartín Rosa Elena, MSc.

Tutor

Annexes B: Questionnaire of the interview



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA CARRERA DE
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Interviewers: 2

Interviewees: 5

This interview is part of an academic research project, and its sole purpose is educational and investigative. The information you provide will be treated with strict confidentiality. Your name and personal details will not appear in any report or publication resulting from this study. Participation is entirely voluntary. By continuing with this interview, you acknowledge that you have been informed of its purpose and agree to share your insights for academic use only.

Thesis Title: Neuro-Linguistic Programming Techniques in EFL Young Learners

Author(s): Flor Arias Karla – Salazar Cantos Juliana

Objective of the Study:

- To analyze the perceptions and application of Neurolinguistics Programming (NLP) techniques to optimize language teaching to EFL young learners, through interviews with teachers with expertise in the area.

Specific Objectives

- To describe the principles and concepts of NLP and its application into students with different learning styles from the perspective of language teaching.

- To explore the neurolinguistic theories and techniques to enhance students' motivation and engagement during the language learning process.
- To identify the benefits and challenges teachers associate with the implementation of NLP techniques in their pedagogical practice for language teaching.

Questionnaire

1. Based on your background how would you describe the role of Neuro-Linguistic Programming in teaching a foreign language among young learners?
2. From your experience, how does NLP contribute to improving students' participation and confidence in using English both inside and outside the classroom?
3. From your perspective, what are the benefits that NLP brings to the teaching of English to young learners?
4. In your professional practice, what challenges have you faced when implementing Neuro-Linguistic Programming techniques in foreign language teaching?
5. Based on your experience as a teacher, what kinds of responses do students show when you implement Neuro-Linguistic Programming techniques?
6. How do you see the relation between NLP techniques and students' motivation learning English as a foreign language?
7. From your teaching experience, what role does Neuro-Linguistic Programming play in addressing different learning styles, such as the VAK model (Visual, Auditory, Kinesthetic), in the classroom?
8. What recommendations would you give to other teachers who are interested in implementing NLP techniques in teaching English as a foreign language?

Annexes C: Transcriptions of interviews

Questions	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
How would you describe the role of Neuro-Linguistic Programming in teaching a foreign language among young learners?	<p>The role of NLP is very important, with those techniques; we can improve different kinds of skills. Not only by talking, we improve listening skills, improve reading skills, but also improving social skills. For example, with some of my partners we usually use modeling, it's an effective technique, we apply it through role plays, and this activity is fundamental because it helps to make students more engaged in classes. They know how to develop teamwork skills, how to lead a</p>	<p>I've been playing with these techniques with my students. I practicing a lot with the modeling technique, for example, role plays and stuff like that, which is a good way to practice vocabulary and speaking skills. For me, it's an excellent technique. I have been noticing that they are using all their abilities that they can use in English. NLP helps students naturally use all their abilities, enriching English teaching by integrating linguistic</p>	<p>In my experience, NLP is very useful for improving students' learning process because it makes classes more dynamic. Also, I can say that NLP techniques, particularly establishing good rapport, create a positive environment that fosters natural language acquisition. It is precisely this relationship that promotes social skills and teamwork.</p>	<p>Based on my experience with NLP techniques, I am sure these approaches play a significant role for young students, it is very effective for them. However, it is important to identify each student's learning styles to determine which activities are the best fit for them because there isn't always a single solution that works for everyone.</p>	<p>Neuro-Linguistic plays a fundamental role in teaching English, it helps students develop teamwork and social skills, while also making classes more engaging. For me, NLP transform the classroom which helps young learners lose their fear of speaking English and participate with confident.</p>

group as well, and it plays a fundamental role in teaching English.

progress with personal development.

How does NLP contribute to improving students' participation and confidence in using English both inside and outside the classroom?

Well, I've noticed that students participate more when they apply to the NLP in both environments. Some, not so much, because at this age they may feel embarrassed if someone else hears their voice. Young learners don't worry about that, which is beautiful to see. The key here is that the interactive dynamics of NLP, and the rapport that is generated through them, build the confidence needed to overcome that

A fundamental part of rapport in NLP is validation. I tell my students that it's okay to make mistakes and I strive not to judge them. Everything is focused on improvisation. I try not to judge them. This validation allows them to lose fear and because of this gain confidence. It's vital that the environment is non-judgmental.

With sensory activities like images and guessing games, we keep students engaged. This variety drives active participation because we are using different channels to build their linguistic confidence and lose fear

Each class will be different, in my experience, life updates, and the way students engage through interactive activities. For me, the key contribution is that NLP allow us to create a safe and friendly environment. When the students feel comfortable, active participation flows naturally. They stop seeing the subject as an academic obligation.

In my case, NLP makes learning a fun experience. I use role-plays, guessing games, exhibitions, and images that help to describe what is happening in those situations. These techniques are essential for building rapport and encouraging participation.

embarrassment. They feel more confident, that's the idea and if the topic is easy for them, they are going to get good results after that.

What are the benefits that NLP brings to the teaching of English to young learners?

There are many benefits. For example, students can learn to use English rather than translating from their mother tongue. This is why using songs, games, drawings, dramas, and role plays is so important. They help students think and produce in English naturally, just like babies learn languages simultaneously without translation, and it's incredible because this is how

NLP helps young learners engage actively with the language rather than just passively completing tests. It allows them to interact with the content. Using activities like role plays, songs, and describing pictures encourages them to speak naturally, build confidence, and connect language learning to daily life.

The biggest benefit is emotional management. NLP work as a tool to reduce anxiety. By associating English with positive experiences, we create optimal conditions for learning in the long term.

One of the main benefits is that students build confidence. Many are nervous or don't like to participate, but activities like role-plays or pair work help them gradually gain confidence

They give students more confidence when speaking and help them learn new vocabulary, which is essential for effective communication. It's an emotional management tool to lose fear.

	modelling works facilitating the adoption of the language.				
What are the challenges have you faced when implementing Neuro-linguistic programming techniques in foreign language teaching?	The main problem is the space, since teachers work line by line and there isn't much room to manage students' participation. Another challenge is the limited class time. From the Ministry of Education, we only have three hours per level, which is very little. We need more time if we want to improve.	One challenge is the large number of students, which makes it hard to give everyone attention. Many hesitate or lack vocabulary, so I provide simple input and encourage them to use synonyms to build confidence. Limited time and resources also make it difficult to cover all the topics.	Normally, some students are shy, not many participate, but other yes. They are afraid of making mistakes. Identifies shyness and fear of making mistakes as barriers that require to find creative ways to maintain participation, which is constrained by external challenges.	One difficulty is the lack of space in the classroom because we have a large number of students per class. With so many students, it's hard to manage participation and keep everyone engaged at the same time	Sometimes the problem is motivation. Some students don't want to participate, so I use games, or role plays to make them feel more comfortable. Although an internal factor, lack of motivation is a challenge that requires finding creatives ways.
What kinds of responses do students show when you implement NLP techniques?	They show focused attention and fast thinking. My students love mimics, games with dice, races, and especially the five-second challenge	The main response is a positive emotional state because they feel safe and not judged. My students enjoy role plays and	Young learners respond with enthusiasm. They see the activities as a game, so they participate without fear. Young learners	The young learners feel more motivated and confident in the classroom, for example when I use games or role plays,	Students usually react in a positive way. They pay more attention. With games or roleplays, they show more

	<p>with the mini board. This makes them gain confidence in producing English. This develops focused attention and eliminates the fear of participating.</p>	<p>songs, they usually repeat words and try to imitate expressions. Even the shy ones start participating little by little because they don't feel judged.</p>	<p>like to act, sing, and guess, which makes them forget about mistakes and focus on communication.</p>	<p>students get very excited.</p>	<p>interest and creativity.</p>
<p>How do you see the relation between NLP techniques and students' motivation learning English</p>	<p>Students feel motivated when the topic interests them. For example, I use their favorite songs, chosen by them, and create activities with those. They also enjoy short role plays or public speaking tasks on fun topics like gossiping. These activities keep them engaged and motivated in class.</p>	<p>In my case, Neuro-Linguistic Programming techniques motivate students because they feel more involved. They like activities where they can move, sing or act. There is a direct relationship, as NLP techniques increase motivation by focusing on activities that require physical and emotional participation, such as movement and</p>	<p>Students feel motivated because the activities are dynamic. For example, when I use guessing games or images, they participate actively</p>	<p>Motivation grows when young learners notice they can use English naturally. Role plays, songs, and group activities make them enjoy the process. Make learning practice and fun, turning obligation into enjoyment.</p>	<p>I think NLP is directly connected to motivation. Students are more willing to learn when they see English in a fun and practical way, not only in books. That's why activities like role plays and games are essential</p>

		acting, which matches the interpretation that motivation is transformed into learning for enjoyment.			
What role does NLP play in addressing different learning styles, such as the VAK model in the classroom?	Each student learns differently, and NLP helps us adapt activities to different learning styles. For example, instead of just reading, I turn it into a game with movement, memory, and competition. This way, young learners stay motivated, use critical thinking, and connect with the text more naturally.	NLP helps me adapt to the same topics in different ways. For visual students I use drawings or images, for auditory students' songs or dialogues, and for kinesthetic students' role plays. Integrate visual, kinesthetic elements into various activities to make learning more engaging and inclusive.	Neuro-Linguistic Programming techniques make it possible to cover visual, auditory, and kinesthetic learners. By mixing different activities, such as drawings or role plays, the class becomes more inclusive and effective for everyone.	In my experience, NLP techniques let us combine activities for all learning styles. For example, when practicing vocabulary, I use images, songs, and acting, so each student can connect in their own way.	It is very helpful because students don't all learn the same way. Some need to see, others need to listen, and others prefer to move.
What recommendations would you give to other teachers who are interested in	Each classroom is different, so the same activity doesn't always work. My advice for teachers is	The NLP idea is to mix methods so learning stays meaningful, not just rewarding. I	It is important to consider those types of resources; try visualization and auditory anchoring	My recommendation is to start with simple modeling techniques and then make them more complex. It is	I would recommend being creative with multi-sensory techniques. Educators should try

implementing NLP techniques in teaching English	to adapt activities to your reality. For example, I transform a typical game like Simon Says into “Kevin asks” to practice questions, making it personal and relevant for students	recommend using dramatization as an effective strategy, since it helps students get involved in real contexts and practice naturally. Games are also useful, but they should be applied with balance, not in every activity, so students don’t only expect rewards.	with technology. These NLP resources really improve their English level when used consistently.	important to observe how students react and choose what works best for their learning styles.	different activities and adapt them according to the young learners’ needs. The key NLP principle is to adapt to how each young learner best receives information
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Note: This table presents the full transcript of the responses provided by five English teachers interviewed regarding their experience implementing Neuro-Linguistic Programming (NLP) techniques in teaching English as a foreign language.