



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“NEUROLINGUISTIC PROGRAMMING TECHNIQUES AS A TOOL FOR
THE ACQUISITION OF ENGLISH VOCABULARY IN TENTH-GRADE
STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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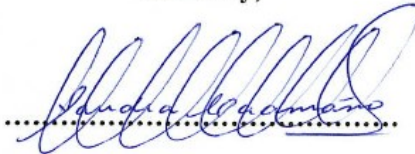
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "NEUROLINGUISTIC PROGRAMMING TECHNIQUES AS A TOOL FOR THE ACQUISITION OF ENGLISH VOCABULARY IN TENTH-GRADE STUDENTS" prepared by CRISTOPHER JOSUE BAILON PINARGOTE & ALEJANDRO GUSTAVO INFANTE LOZANO undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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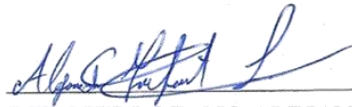
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Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS OUR RESPONSABILITY;
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Acknowledgment

We want to take the opportunity to thank God and our family for supporting us all these years.

Also, thanks to our university friends for giving us the motivation we need during the formation process. Finally, thanks to all the University professors for sharing and teaching their knowledge with patience and love.

Bailon Pinargote Cristopher Josue & Infante Lozano Alejandro Gustavo

Dedication

We want to dedicate this research project to our family and friends for motivating and assisting me during this entire process.

With love

Bailon Pinargote Cristopher Josue & Infante Lozano Alejandro Gustavo

Abstract

Applying a good technique to teach a foreign language is essential important for teachers and students to be able to acquire new words without having problems and not knowing how to improve their knowledge, for this reason, this study seeks to analyze the Neurolinguistic programming techniques as a tool to improve the English vocabulary in tenth-grade students at Unidad Educativa “Juan Dagoberto Montenegro Rodriguez”, analyzing how the teachers apply these techniques. A focus group was used for the collection of information which allowed to obtain answers immediately and then go with the respective analysis of each question allowing to get to know the reality of the institution. Both students and teachers apply the techniques of Neurolinguistics in their academic life allowing them to relate the topics learned with their own life and personal experience. As result, teachers considered that this tool presents improvements in the students not only improving their vocabulary but also improving their confidence and making the students not afraid to use new words.

KEY WORDS: Neurolinguistic programming techniques, vocabulary, language.

Resumen

Aplicar una buena técnica para enseñar una lengua extranjera es muy relevante para que los docentes y estudiantes puedan adquirir nuevas palabras sin tener problemas y sin saber cómo mejorar sus conocimientos, por esta razón, este estudio busca analizar las técnicas de programación Neurolingüística como herramienta para mejorar el vocabulario de inglés en los estudiantes de décimo grado de la Unidad Educativa "Juan Dagoberto Montenegro Rodríguez", analizando cómo los docentes aplican estas técnicas. La metodología aplicada para la recolección de datos fue a través de un grupo focal que permitió obtener respuestas de manera inmediata para luego ir con el respectivo análisis de cada pregunta permitiendo conocer la realidad de la institución. Tanto estudiantes como docentes aplican las técnicas de la Neurolingüística en su vida académica permitiéndoles relacionar los temas aprendidos con su propia vida y experiencia personal. Como resultado, los docentes consideraron que esta herramienta presenta mejoras en los estudiantes no solo mejorando su vocabulario sino también mejorando su confianza y haciendo que los estudiantes no tengan miedo de utilizar nuevas palabras.

PALABRAS CLAVES: Técnicas de programación neurolingüística, vocabulario, lenguaje.

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Introduction

Several different teaching strategies and techniques have been explored throughout the history of teaching languages, with some being more well-liked and successful than others. Interdisciplinary curriculum and the necessity to acquire at least one extra language in addition to the mother tongue have been modified by educational institutions. In this way, the recognition of English as a universal language and the need for its instruction have benefited from international and multicultural encounters. However, some teachers do not know what techniques to use to improve students' English vocabulary.

The challenge of learning English is to be able to create a good connection between teacher and student therefore, that the pupils feel comfortable with this language and one way to achieve this is to start with a good technique to improve the acquisition of the vocabulary of this language. Know how to teach words, including their structure, use, meanings, and connections to other words, is referred to as vocabulary and is a key component of learning English. Vocabulary was shown to be the biggest source of problems for L2 students, and this is because children are not motivated and do not have the experience to choose a good way to acquire new words.

Unidad Educativa J. Dagoberto Montenegro R. founded in 1970 by Professor Adalberto Montenegro Panchana, seeks to educate individuals with a critical and inclusive mentality, based on education in values, based on pedagogical and technological foundations that are framed in the principle of good living, and with a sense of solidarity, led by a team of constantly updated, committed to the welfare of society and its harmonious coexistence. In the area of English the institution creates bonds with the students, the English teachers use their experiences to teach this language creating a trusting environment, which motivates the students and makes their creativity help them to learn a good vocabulary.

Furthermore, several researches have focused on the use of Neurolinguistic programming techniques as a way to improve students' English vocabulary due to a better acquisition of it. These studies (Bandler & Grinder, 1975; Espinales & Moreno, 2021; Lyall, 2002; Ziddiqui, 2018) have focused on demonstrating how this technique has significantly positive effects improving students' vocabulary.

The research purpose was to analyze the Neurolinguistic programming techniques as a tool to improve the English vocabulary in tenth-grade students at Unidad Educativa "Juan Dagoberto Montenegro Rodriguez" explain the main components of NLP and analyzing the data obtained through a focus group using a qualitative methodology.

In addition, this thesis is divided into five chapters with the following information:

Chapter I: The Problem

This section describes the problem statement, objectives of the research, research questions, and justification.

Chapter II: Theoretical Framework

This section includes background, pedagogical basis, theoretical basis, legal basis, and the variables of the study.

Chapter III: Methodological Framework

This part explains the method applied in the research, type of research, instruments, data collection processing and resources, and the population and sample.

Chapter IV: Analysis of Findings

This section describes the interpretation of data from focus group, the analysis and discussion of focus group vs bibliographic review

Chapter V: Reflections of the Study

In this section the writer mentions how was the experience during the research process, challenges, and what the writer will do differently for further research on the same topic.

Chapter I

The Problem

Research Topic

Strategies and Didactic Resources

The title of the project

“Neurolinguistic Programming Techniques as a tool for the acquisition of English vocabulary in tenth-grade students”

Problem Statement

Every day, our society places more and more value on and prominence on the English Language. As a result, teachers observe how schools work to raise their standards of performance in this area. However, only a few have been successful, as evidenced by the high standards of performance in this area, evidenced in the high approval ratings for the various standardized tests that are available to measure this area.

Learning the vocabulary of a foreign language, such as English, is especially important to be able to express; students must enrich their word-repository. Learning new words can be difficult, especially for English language learners who struggle to understand their meanings. Vocabulary is a crucial component of language learning because poor vocabulary skills make it difficult for students to learn new languages. Learning vocabulary learning techniques allows students to raise their general English proficiency significantly.

According to Drinks (2019) one of the reasons why students do not learn new words is because they are not exposed to or surrounded by those words. As they grow, children must be exposed to a range of terms. Kids' language skills get greater the more words they are exposed to. Being exposed to spoken and written words falls under this

category.

By being exposed to words inadvertently or on purpose by receiving formal Education in particular terms and word-learning techniques, vocabulary is gained. Language's core component and a crucial component of conventional Language is vocabulary. Without a solid command of vocabulary, language learning will never be successful. Examined the students' vocabulary learning strategies and language learning experience, indicating that the more experienced students made more use of vocabulary learning strategies than the less experienced ones.

For second language learners, vocabulary was shown to be the most significant source of issues. This comment may indicate how pupils regard the openness of the vocabulary system as the root of their problems. Another reason might be that, unlike syntax and phonology, the dictionary needs guidelines that students can adhere to in order to learn and advance their knowledge. Many learners consider the acquisition of a second language a matter of fact, they spend a lot of time memorizing lists of L2 terms to address the issue of learning vocabulary, and their bilingual speech serves as their primary communication tool.

This research project aims to show why is important the use of Neurolinguistic Programming techniques as a tool for the acquisition of English vocabulary. The tenth-grade students of the Juan Dagoberto Montenegro Rodriguez educational unit require a technique to connect their experiences with the use of a new vocabulary.

Problem formulation

Main question

How do Neurolinguistic programming techniques influence the acquisition of English vocabulary in students in tenth grade?

Specific question

- What characteristics do students show when using the Neurolinguistic programming techniques?
- How do Neurolinguistic programming techniques influence the behavior of English language learning students?
- What factors affect the process of acquisition English vocabulary?

Objectives

General objective

To analyze the Neurolinguistic programming techniques as a tool to improve the English vocabulary in tenth-grade students at Unidad Educativa “Juan Dagoberto Montenegro Rodriguez”

Specific objectives

- To explain the benefits of using Neurolinguistic programming techniques for the learning process of English vocabulary at student of “Juan Dagoberto Montenegro Rodriguez” from tenth grade.
- To identify which NLP strategies contribute for better development of vocabulary through interviews with the students of tenth grade.
- To reflect the teaching process during the use of Neurolinguistic experiences that students learned through NLP techniques.

Justification

The English Language is an essential part of how the world is connected. English is a second language in almost all nations where it is not the first language. Relating to the English language, vocabulary is one of the knowledge categories that are crucial to language acquisition.

One of the most talked-about aspects of teaching English as a foreign language is vocabulary instruction. Teachers would encounter issues during the teaching and learning process. A good technique is a key to learning new words and increasing our mental dictionary. There are currently many techniques available, for example, rote rehearsal, role-playing, root-word approach, mnemonic techniques, total physical response instruction, and Neurolinguistics programming techniques; this research will focus on this last one.

Neurolinguistics is focused on the relationship between language and communication, in other words, it aims to investigate how the brain comprehends and generates language and communication to various areas of brain function. This entails attempting to combine linguistics theory with neurological and neurophysiological theory to understand better the structure and function of language and the brain. In Neurolinguistics is found that Neurolinguistics programming techniques tools that can help the acquisition of English language vocabulary.

Elena Mosaner (2021), a Master NLP practitioner, ICF coach, and CEO and founder of AlphaMind in La Jolla, California, mention that NLP is a model that helps influence thoughts, feelings, and actions in both yourself and others. "It requires practice as well as mental art." Numerous methods can be employed for second language acquisition: Rapport building, Metamodel, Modeling, Mirroring, Meta position and, Six-step reframing; according to Mosaner, NLP is a great way to learn better communication and, it can teach you to think from multiple perspectives.

In the same way, the process of learning vocabulary, phonological components, grammatical structures, and writing systems of a new language is known as second language acquisition, which is based on the prior knowledge of a first language, which is why the acquisition of a foreign language such as English.

The second language is usually acquired in the environment in which it is spoken daily by a given population group. In contrast, a foreign language is generally studied outside the natural linguistic environment. In this case, it is related to acquiring a second language when your brain starts associating what you see, hear or read with what you understand.

NLP helps students attain academic success by employing several techniques and strategies based on guiding principles and presumptions that affect how we communicate. NLP impacts students' lives since it helps them resolve psychological problems and has an excellent attitude-altering effect. Anchoring is a method used in NLP that facilitates the development of a favorable mental image through the systematic use of "anchors" or "triggers."

One of the best strategies to improve communication in the classroom is to implement the mirroring approach. This method primarily focuses on a person's body language, paralanguage, gestures, and facial emotions, which are then used to establish a connection with other students. The usefulness of these patterns can be seen in the improved verbal and nonverbal communication abilities.

In this project it will be analyzed the Neurolinguistics Programming Techniques as a tool for the increase of English vocabulary in the students using the different strategies that learned about NLP through the answers of the interviews of students identifying which strategy is the most effective and explaining the benefits of using this.

Chapter II

Theoretical Framework

Richard Bandler, a computer scientist and Gestalt therapist, and Dr. John Grinder, a linguist and therapist, developed NLP in the early 1970s. With the help of a technique they developed known as "modelling," Bandler and Grinder (1975) were able to study three of the greatest therapists in history: Virginia Satir, the mother of contemporary family therapy, Fritz Perls, the founder of Gestalt therapy, and Dr. Milton Erickson, the father of modern hypnotherapy. They wished to impart their techniques to others and learn what made these therapists so successful. The outcome of this modeling procedure is what is currently being marketed as NLP (Ilyas, 2017).

Definitions

Language. – According to Sweet (1899) “Language is the technique by which thoughts are communicated by combining voice sounds into words. Sentences are formed by combining words in a way that corresponds to the way that concepts are joined to form thoughts.” On the other hand Noam Chomsky (2002) inferred that “Language is the technique by which thoughts are communicated by combining voice sounds into words. Sentences are formed by combining words, with this combination emulating the formation of thoughts from ideas.”

Vocabulary. – “One of the most important factors of teaching any language is vocabulary development; students need to keep picking up new words as they study sentence structure and sound patterns. Finding words that pupils connected to vocabulary in terms of their meanings, spoken and written forms, collocations, connotations, grammatical behavior, etc. can be challenging at times” Linse (2005). In the same way Hatch and Brown (1995) define that

vocabulary as a list of terms appropriate for a certain language or a list or group of words that certain language speakers may employ.

The Dictionary of the Royal Academy of Spanish Language states that vocabulary is a substantial collection of words from a language that are specific to a place or a type of activity and are arranged in a way that allows for quick definitions or justifications. According to Ziddiqui (2018) in order to analyze the language that students use and take into account their thought processes, teachers can use a variety of NLP techniques and improve the acquisition of English vocabulary.

Neurolinguistic. - Neurolinguistic is devoted to the study of the language-brain relationship, using the methodologies of neuropsychology and cognitive neuroscience to investigate how linguistic categories are grounded in the brain. Although the brain infrastructure for language is invariable across cultures, neural networks might operate differently depending on language-specific features (Bambini & Canal, 2021).

Practically speaking, NLP is a combination of tools that sheds light on people's cognitive and linguistic processes when interacting with others and with themselves, as well as how these processes influence their behavior (programming). Consequently, NLP experts employ by removing their concerns, hesitations, and mental or emotional obstacles that could be interfering with their learning, learner-specific or behavior-specific strategies try to change students' behavioral patterns from failure to success and from negative to positive (Bandler & Grinder, 1975).

Background of the Study

According to Claude German (2018) “The brain is a very complex instrument. For instance there is not a language center.” In this case Neurolinguistics Programming can be divided into three terms, **neuro** refers to the fundamental notion that perceptions of the universe through the five senses of sight, sound, smell, and touch as well as the behavior that results from those perceptions are all brain processes. (Diaz, 2017, pág. 27). **Linguistics**, according to the Cambridge Dictionary refers to “language structure and development, either generally or with regard to specific languages, as a subject of science” and **programming** shows the methods by which thoughts and actions are arranged to produce results (Mendoza, 2019).

NLP and Language Learning

The NLP model is based on the work of Bandler & Grinder, who first recognized the significance of eye contact and movement in determining emotional states and how (rather than what) individuals think. It describes how we process information that comes to us from the outside. Information is received through the senses, and that have been recognized as the various ways that people interpret the messages.

Importance of vocabulary in English

A second language learner's ability to communicate successfully is hampered by a restricted vocabulary, hence vocabulary knowledge is frequently seen as a crucial tool.

Nation (2001) states that the relationship between vocabulary knowledge and language usage is further described as complementary: vocabulary knowledge facilitates language use, and vice versa, language use results in an increase in vocabulary knowledge. Every day, both within and outside of the classroom, the value of vocabulary is highlighted. The high achievers in the classroom have the most extensive vocabulary.

NLP in education

In the NLP in Training by Lyall (2002) NLP appears to offer lot of potential for education. Consider the significant effects of incorporating a cybernetic epistemology into educational practice. There are numerous instances of applications in education and training at the level of technique NLP is frequently employed to provide solutions to issues that arise in education, such as those related to classroom management.

Characteristics of Neuro-linguistics programing in education.

- Instead of knowledge being transmitted from one person to another, distinct person, the teacher-learner relationship is a cybernetic loop, a dynamic process in which meaning is produced by reciprocal feedback.
- People behave in accordance with how they perceive and understand the world, not as the world actually is.
- The internal representations that humans make of the world through language and sensory images (primarily visual, auditory, and kinaesthetic) are of primary importance to NLP.
- The internal representations themselves and their structure are of great importance to NLP.
- Every communication has the ability to affect leaning. Importantly, teachers' language and behavior affect students on at least two levels at once, including their knowledge of the subject at hand and their worldview, including their views on education.

Techniques and Methods of NLP in the classroom

Mirroring

The mirroring technique can be used in the classroom to improve communication. To build rapport between students, mirroring of posture, gestures, facial expressions, breathing patterns, weight changes, and paralanguage is possible. These patterns improve both verbal and nonverbal communication among the students in the classroom. The learners will be motivated and their speaking and presentation skills will improve as a result of modeling the language and behavior of skilled speakers. The students will score better on tests if they imitate and model the study habits of the academically strong performers in the class (Ziddiqui, 2018).

Rapport or empathy

It can suggest whether people wish to build harmony and is the fundamental NLP tool. Its goal is to provide a friendly atmosphere free from criticism, disagreement, issues, or misunderstandings so that both sides can actively engage in cooperation and collaboration. The secret to building rapport or empathy is active listening, which enables both message delivery and message comprehension from the other person. The use of body language is essential in this method (Velasques & Viguera, 2021, pág. 6).

Visual access / auditory / kinesthetic

According to Velasques and Viguera (2021, pág. 6). “Reading frequently helps students who prefer to process information visually get a deeper understanding of the nature and structure of language. New information is best understood whether it is written in a book, presented schematically on a chalkboard, orally, or both.

Pictures are more effective when used with written tasks and exams than vocal recital of the text” Sight is not a secluded sense, if the human being uses the organ of hearing to listen to a

whole that has already been heard previously regardless of the time, automatically the representation of a figure or image with which the brain associates it from the past to the present (Lazo, 2018).

Maintaining flow

In a language school, the "Maintaining Flow" strategy is incredibly helpful for effective learning. It says that "uninterrupted learning is the finest learning." The flow of activities, teamwork, challenges, and learner focus result in closing the information gap and giving students a sense of community. The classroom's flow can be maintained by using well-designed language games, puns and jokes, rhymes, and tales that are tailored to the needs of the learners (Ziddiqui, 2018).

Previous studies

There are several important studies related with the Neurolinguistics programming techniques in the learning process of English these concerns include the significance of creating a welcoming classroom environment, the significance of increased engagement in class activities, and the significance of affective factors in second language learners' success. These topics are covered in this section along with how they relate to NLP. View Table 1 & Table 1.1

Table 1

Previous research with NLP

| N° | Author, year | Country | Design | Sample |
|-----------|---------------------|----------------|---------------------------------|--|
| 1. | Alroudhan, 2018 | Saudi Arabia | Experiment with a control group | 119 people consisting of six classes of grade one second-stage students (15-16 years) |
| 2. | Farahani, 2018 | Iran | Experiment with a control group | 60 undergraduate students majoring in medical science were divided into control and experimental groups; there were 26 males and 34 females. |

| | | | | |
|----|---------------------------|----------|--|---|
| 3. | Dash & Rahaman, 2021 | India | Mixed method | 19 high-school students. |
| 4. | Keezhatta, 2019 | India | Qualitative | 20 English teachers. |
| 5. | Caballero & Rosado, 2018 | Colombia | Quasi-experiment nonequivalent control group | 43 students of EFL SI language faculty. |
| 6. | Alamdar & Karbalaci, 2015 | Iran | Experiment with a control group | 60 EFL secondary students in Iran. |

Note: The sample and the design of the previous researches with NLP are described in the upper table.

Source: <https://jltr.academypublication.com/index.php/jltr/article/view/4982/3973>

Author: (Rustan, 2022, págs. 3-5)

Table 1.1

Objectives, learning, aspects, models and results

| Nº | Author | Objectives | Aspects of language learning and models used | Results |
|----|-----------------|---|--|--|
| 1. | Alroudhan, 2018 | 1. To find out if NLP is an efficient tool for language learning. 2. What is the possible role of NLP in learning English? | Examine all aspects of learning English by applying the linking criteria coaching technique in teaching EFL, where the coach first needs to find out what is essential to students and then give them what they want according to teacher criteria | 1. NLP provides techniques and solutions to problems and allows teachers to form flexible responses to specific problems. 2. This study also revealed that using NLP can increase students' motivation levels and make the class less demanding on the teacher. |
| 2. | Farahani, 2018 | What is the effect of applying NLP techniques on Iranian undergraduate EFL learners' reading comprehension in ESP courses? | Assessing aspects of reading comprehension. The steps are based on the main pillars of NLP (outcome, rapport, sensory acuity, and flexibility) | 1. The application of NLP techniques can have a significant impact on reading comprehension. |

| | | | | |
|----|---------------------------|--|---|--|
| 3. | Dash & Rahaman, 2021 | <p>1. To evaluate the effectiveness of NLP techniques on ELT/ESL teachers and students.</p> <p>2. To observe whether the NLP ability</p> | <p>Assessing overall language learning by applying desuggestopedia</p> | <p>1. Application of desuggestopedia can increase students' interest, motivation and learning outcomes.</p> <p>2. Statistically, the effect of accelerated learning on the listening comprehension of VAK learners was 87%, 93%, and 85%, respectively.</p> |
| 4. | Keezhatta, 2019 | <p>To explore the feasibility of NLP in teaching English (ELT)</p> | <p>All aspects of learning English using the method of planting, modeling, VAK, and mind maps</p> | <p>1. NLP facilitates communication and encourages English learners.</p> <p>2. This study strongly recommends NLP teacher-student relationships and promoting an interactive learning environment.</p> |
| 5. | Caballero & Rosado, 2018 | <p>To explore how NLP techniques improve the pronunciation of "/ed/" regular verbs of Colombian EFL speakers</p> | <p>Speaking skills concerning the VAK learning method</p> | <p>1. Teachers' use of NLP techniques in their classrooms has a positive impact on students' pronunciation of past regular verb endings.</p> <p>2. The use of NLP as an instructional tool for pronunciation has positive impact on students' motivation because the strategy is exciting and fun.</p> |
| 6. | Alamdar & Karbalaci, 2015 | <p>To measure the use of NLP in teaching English and the practices and techniques that ELT practitioners</p> | <p>All aspects of language learning with the VAK learning method</p> | <p>1. NLP has no significant effect on language anxiety for the experimental group, but NLP can help the experimental group increase their self-</p> |

can use in the ELT classroom.

- esteem. The perception of the experimental group is entirely positive.
2. The second-language acquisition proficiency obtained by the experimental group was significantly more than that obtained by the control group.
-

Note: The objectives, Learning aspects, models and results was described in the table 1.1

Source: <https://jltr.academypublication.com/index.php/jltr/article/view/4982/3973>

Author: (Rustan, 2022, págs. 3-5)

Neurolinguistics programming techniques in Ecuador

Carvajal (2020) University of Ambato, in her research ‘ *Neurolinguistic Programming Techniques in the development of speaking skill in English language in students* ’ showed that students before using NLP had problems with communication in English and used vocabulary incorrectly, causing students to have confidence problems and low self-esteem, at the end of her work revealed that thanks to the application of NLP there were significant improvements in oral English language skills, positively increasing their confidence.

Velásquez and Viguera (2021) University of Portoviejo, in their work ‘ *Neuro-linguistic programming During the process of teaching and studying English as a foreign* ’ established that NLP improves the acquisition of a foreign language, since these techniques motivate the teacher, using them as tools for the improvement of the cognitive process, taking into account that each student is different in their way of thinking and learning.

Estupiñan and De Mora (2017) in the research ‘ *The influence of Neuro-linguistic programming in university students in the Republic of Ecuador* ’ presents the use of NLP as a tool to promote personal development and improve quality of life its applicability has already

been established, as has its efficacy. It has a good effect on the students' communication abilities, interpersonal interactions, and conceptions of reality, as well as on their emotional well-being.

Legal basis

First, it's critical to comprehend what the Ecuadorian Constitution's articles 26 and 27 reveal, which declare that education is a fundamental right. - *“ Education is a right of individuals throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and public policy and state investment, guaranteeing equality and social equality and social inclusion and an indispensable condition for good living. Individuals, families and society have the right the right and the responsibility to participate in the educational process.*

Art 27.- “ Ecuadorian’s government that education shall be human-centered and ensure the holistic development of the holistic development, within the framework of respect for human rights, sustainable human rights, sustainable environment and democracy. And democracy; it shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, democratic, inclusive and diverse, of quality and warmth; promote gender equity, justice, solidarity and peace. and peace; it will stimulate a critical sense, art and physical culture, individual and community and community initiative, and the development of skills and abilities to create and work of competencies and abilities to create and work.”

Art 28.- “ Article 28 of the Constitution of the Republic that education shall respond to the public interest and shall not be at the service of individual and corporate interests. Corporate interests. Universal access shall be guaranteed, permanence, mobility and graduation without any discrimination and compulsory at the initial, basic and baccalaureate level or its equivalent, shall be guaranteed. Its equivalent”

Ministry of Education

According to the Ministry of Education the strengthening of the English language in educational institutions is not a temporary issue but a process that has been underway for several years and responds to a government plan and a political will to transform education, said the Vice-Minister of Education, Freddy Peñafiel.

Pedagogical Basis

Many authors have created many theories that explain and assist the challenging teaching-learning process. Some of them concurred that finding the most effective teaching and motivating methods for pupils to acquire a new language makes teaching a challenging process for educators.

Neurolinguistics programming techniques

The contributions of John Grinder and Richard Bandler, who first recognized the significance of eye contact and movement in identifying emotional states and how (rather than what) people think, forms the foundation of the NLP model. It explains how we take in information from the outer world. Information is received through the senses, and different ways in which people perceive the signals have been recognized.

Variables of the study

Table 2

Variables of the study

| DEPENDENT | INDEPENDENT |
|--|---|
| English Vocabulary acquisition. | Neurolinguistic programming techniques. |

Note: The Variables of the Study are Determined in table 2.

Source: Original from the Authors.

Chapter III

Methodological Framework

Methods

Qualitative Methodology

The present work uses qualitative research to gather crucial information that can be utilized to define the use of Neurolinguistic Programming techniques as a tool for the acquisition of English vocabulary. To get at the knowledge and conclusions of this work, it is necessary to examine the study and investigation of the data gathering. Additionally, a literature review will be done in this phase to determine the study's techniques.

Mack et al (2005) determined that qualitative research ‘ ‘ is a type of scientific research’ ’ which means that it involves systematically applying a predetermined set of procedures to answer the question. It involves seeking answers to a question, gathering evidence, producing findings that were not determined in advance, producing findings that are functional beyond the immediate boundaries of the study.

Adkins et al. (2018) mention that the majority of qualitative research use concurrent data collecting and analysis approaches, with the findings of ongoing analysis driving future data collection. The choice of a final sample size is mostly based on the ability to gather enough pertinent data until no longer learning new information from data gathering.

‘ ‘Qualitative research focuses on a variety of methodologies and takes an interpretive, naturalistic approach to its subject. This implies that qualitative researchers investigate phenomena in their natural environments while attempting to explain phenomena in terms of the meanings that individuals assign to them. A variety of empirical materials, including case studies, personal experiences, introspective, life stories, interviews, observations, historical, interactional, and visual texts, are used in qualitative research to examine how routine and

problematic moments and meanings in people's lives are expressed' (Denzin & Lincoln, 2005, #2).

Type of Research

Phenomenological Studies

For numerous people, a phenomenological research "describes the common meaning of their lived experiences of an idea or a phenomena," according to Creswell (2013), this kind of research focuses on conveying the level of familiarity that each participant may have with the phenomena under examination.

Phenomenology is a "philosophical method for examining experience", according to Smith and MacGregor (1992). Additionally, phenomenology has a sole focus on exploring human experiences through the descriptions they give of them. These encounters are referred to as lived experiences. However, describing the significance that events have for each individual is the major goal.

Phase 1: Documentary and field research

- It was made an effort to list any official or unofficial texts and papers that were used as source materials.
- To choose the most relevant data for the study, the documents and texts were evaluated.

Phase 2: Analysis and interpretation of the collected data

- To accomplish the goals outlined in this research, it was necessary to work with a qualitative methodology to measure the aspects of both variables: NLP techniques (independent) and vocabulary acquisition (dependent).

The questionnaire applied in this work were divided in 3 sections:

Group 1: Neurolinguistics Programming techniques, which is composed of 4 questions related to, their own meaning, reception channels, its influence while learning.

Group 2: Acquisition of a new language, which is composed of 1 question related to thoughts and habits will affect their acquisition of a new language.

Group 3: General questions, which is composed of 3 question related to benefits of NLP and acquisition of English vocabulary.

Focus group interview

In order to have a general background on teachers' using NLP, they were interviewed in a focus group in order to know about the effect that these techniques have in teaching English vocabulary to students, also to know about your experience using NLP in the classroom and its importance.

A focus group is, according to Lederman (see Thomas et al. 1995), *'a method involving in-depth group interviews in which participants are chosen as a deliberate, albeit not necessarily representative, sampling of a particular community, with this group being "focused" on a particular topic'*. Therefore, participants in this type of research are chosen based on the criteria that they would have something to say about the subject, are within the age range, have similar socio-characteristics, and would feel at ease speaking to the interviewer and each other.

Instruments

Questionnaire

To obtain data on NLP techniques related with the acquisition of English vocabulary, it was necessary to apply a questionnaire focused on what are the aspects that English teachers have during the use of NLP.

According to Taherdoost (2020) “*One of the most popular methods for gathering data, particularly in social science research, is the questionnaire*”. The primary goal of a questionnaire in research is to gather pertinent data in the most accurate and legitimate way possible.

Type of questions

The type of question was open-ended questions where participants could increase the range of possible answers to the questions. Certainly, the survey had eight questions related with the problem and the objectives, and also it was face-to-face interview. The reason for interview is for recollect information about how Neurolinguistics Programming Techniques help in the acquisition of a foreign language (English), what are the techniques that the teachers apply in their classrooms, and how student’s acquire the new English vocabulary. View Annex 3.

Data Collection Processing and Resources

Table 3

Data collection and resources

| | |
|------------------|---|
| What? | To recollect information |
| Where? | At Unidad Educativa “Juan Dagoberto Montenegro Rodriguez” La Libertad – Santa Elena Province |
| When? | January 10 th , 2023 |
| How? | Questionnaire, Opened-ended questions |
| What for? | To Establish which Neurolinguistics Programming Techniques help in the acquisition of English Vocabulary, to explain the theories about Neurolinguistics and how these help in the classroom for the teaching learning process. |

Note: The data collection and the resources that used for the research was described in the Table 3.

Source: Original from the Authors.

Population and Sample

Population

A population is the entire group (3 teachers) about whom you want to make conclusions. The population of this research project was performed with the teachers from “Unidad Educativa Juan Dagoberto Montenegro Rodriguez” from the Santa Elena province.

Sample

The particular group from whom you will gather data is referred to as a sample. Accordingly about research the sample was taken of “Unidad Educativa Juan Dagoberto Montenegro Rodriguez” with 3 teachers in all the High School. The sample size was the same as the population size. View table 4.

Table 4

Population and Sample

| | |
|-------------------|---|
| POPULATION | 3 |
| SAMPLE | 3 |

Note: The population and the sample are the same and it is described in the table 4.

Source: Original from the Authors.

Chapter IV

Analysis of Findings

Interpretation of focus group

In order to obtain the data, a focus group was carried out through a focus group interview with three professors. The analysis and interpretation of the questions are below:

Figure 1

Knowledge about NLP

Question 1: As a teacher, do you have any knowledge of what Neurolinguistics Programming is?

Yes or no? Explain your answer.



Source: nubedepalabras.es

Authors: Bailón & Infante

Frequent words: Experiences, motivational, interest, habits, communication, and behavior.

Analysis: During the focus group, the result showed that NLP is related to experience and based on this, the teacher can create habits to motivate the students by having good communication and observing the behavior of the students to apply NLP in a correct way.

Figure 2**Channels of NLP**

Question 2: In Neurolinguistics Programming, there are several reception channels, such as auditory, visual, and kinesthetic. Which of these channels do you use the most at the moment of teaching your class?



Source: nubedepalabras.es

Authors: Bailón & Infante

Frequent words: Reception channels, auditory, visual, vocabulary and observation.

Analysis: according to the answers, the focus group affirms that the most used channels of reception are visual and auditory since, in this way, the students relate the words they hear and see with some experience. This makes the vocabulary remain in the mind of the students for a long time.

Figure 3

Habits that can affect NLP

Question 3: Do you think changing a person's thoughts and habits will affect their acquisition of a new language such as English?



Source: nubedepalabras.es

Authors: Bailón & Infante

Frequent words: interest, speed, efficiency, and commitment.

Analysis: All focus group participants agreed that thoughts and habits could affect the acquisition of English since changing these will help motivation, and this help them achieve their goals more effectively, as well as increase their interest in learning English.

Figure 4

Assumptions about NLP

Question 4: Neurolinguistics programming assumes that all teachers influence the way students learn because of their use of space and language, what you think about this statement?



Source: nubedepalabras.es

Authors: Bailón & Infante

Frequent words: Use of space, based on their own experiences, relationships and memories.

Analysis: The focus group showed that the use of space does not influence the teaching of a new language such as English, the group emphasizes that the language and the behavior that is transmitted at the time of teaching are the things that influence the NLP.

Figure 5

Effects of NLP in students

Question 5: What characteristics do students show when the teacher use Neurolinguistics programming techniques?



Source: nubedepalabras.es

Authors: Bailón & Infante

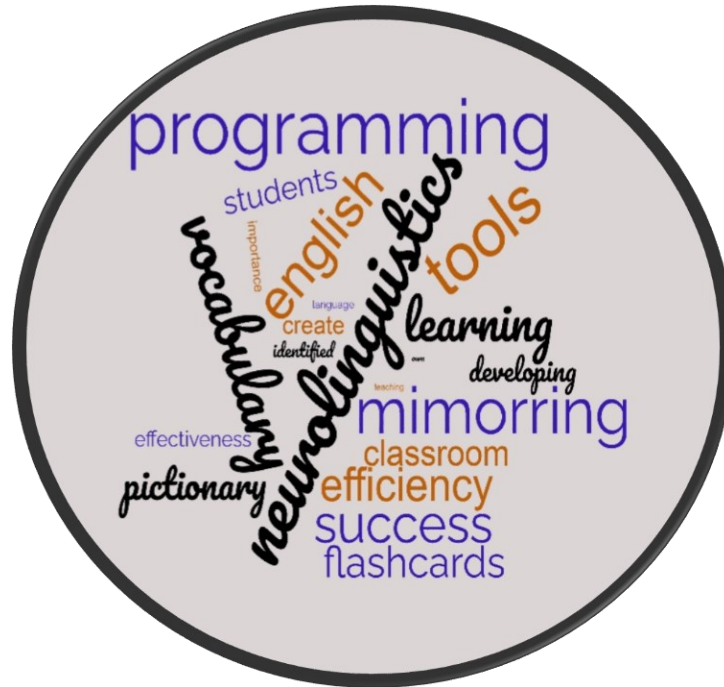
Frequent words: Clarity of thoughts, remove fears, improves creativity, self-motivation.

Analysis: According to the questions the group showed different characteristics, which positively affect the students, helping them to better develop their ability to acquire new English words.

The implementation of a previous experience contribute for a better acquisition of English vocabulary. Furthermore, the students' self-experiences contribute in the motivation in the classroom establishing a relation in learning and interaction.

Figure 6**NLP and learning process**

Question 6: All communication potentially affects learning. Could the teacher explain a vocabulary class using NLP and get positive results? Give reasons for your answer.



Source: nubedepalabras.es

Authors: Bailón & Infante

Frequent words: programming, vocabulary, mimroring, and results.

Analysis: The results of the focus group provided that the communication is an important factor that contributes in the learning process. In addition, NLP have different techniques such as the mimroring that work in the motivation of every student using their self-experiences for a better results.

Figure 7

Benefits of using NLP in Foreign language

Question 7: From your perspective as a teacher, what are the benefits of using NLP to teach a foreign language such as English?



Source: nubedepalabras.es

Authors: Bailón & Infante

Frequent words: develop, techniques, and emphasize.

Analysis: The results of the focus group showed the benefits that teachers have with relationship between empathy and experiences for a better development of the abilities students. In the same way, that have a better comprehension and acquire of the English vocabulary in the students.

Analysis and discussion of focus group vs bibliographical review

A focus group was employed as a data gathering tool to supplement and better understand the results from the interview and to offer a potential resolution to the study problem.

Neurolinguistics programming techniques. – During the focus group, teachers mentioned they have knowledge about NLP techniques and applied them.

Mirroring

‘‘We use mirroring when we want to create a connection with the students and in this way make them feel confident and not be afraid of mispronouncing a word in English, on the contrary they will feel comfortable to learn new things and increase their vocabulary, one more thing, in this technique it is very important the observation, for example start by looking at groups of student who seem to be happy and at ease with one another. That happens because they are unconsciously using mirroring and creating a better relationship.’’(Focus group)

Christiansen (2015) explains by using a mirroring technique, a person effectively become other. You duplicate this stance by crossing your left arm over your right arm if someone crosses his arms with the right arm crossing the left arm. It's as though they are looking in a mirror, and your physiology is an exact replica of theirs. It is a natural process to help things come in a state of harmony, due to this a person can create a brilliant rapport.

Rapport or empathy

‘‘We consider that the key element in NLP is to create a good rapport and empathy. The link between the mind and body may be known to you. Our posture is influenced by our emotions and actions. On the other hand, our posture has a significant impact on our emotions and actions. You must adopt the same posture as your student in order to establish rapport. Also,

having empathy helps students participate without fear of being criticized by the teacher.’’

(Focus group)

According to Velasques and Viguera (2021) Rapport or empathy are the most important NLP tool and can indicate whether individuals want to create harmony. In order for both parties to actively engage in cooperation and collaboration, it aims to create a cordial environment free from criticism, disagreement, difficulties, or misunderstandings. Active listening, which facilitates both message delivery and message comprehension from the other person, is the key to developing rapport or empathy. In this approach, body language is crucial.

Visual access / auditory / kinesthetic

“There are different ways of process and learn a new knowledge: visual, auditory, and kinesthetic. The best way to develop all the receptions channels of students is through their experiences. When the students learn a new topic we can relate this knowledge with their self-experiences. The different activities that the students do will be related to each other, for example, the best way to teach a reading could be with a picture related to the topic, in this case after the reading the student only read the reading and then they imagine the picture in their mind and understand all the story’’ (Group #1)

According to Velasques and Viguera (2021) Pictures are more effective than oral recital of the text in written tasks and assessments. The employment of the organ of hearing to listen to a sound that has already been heard before, independent of time, immediately represents a figure or image that the brain identifies with it from the past to the present. This proves that sight is not a separate sense. One of the most popular and successful NLP strategies is called "visual access,"

which deals with the process of mentally representing an object, a scenario, or a person while engaging all of the body's senses.

Maintaining flow

“Maintaining the pace of learning during the whole process of teaching a new foreign language is somewhat complicated, for this reason we try to use different techniques to maintain the pace of learning, such as: work in pairs, in teams, discussion workshops. In addition, the use of autonomous work allows learning to continue continuously without any interruption for a better acquisition of vocabulary” (Group #1)

It may be argued that language teachers all around the world employ NLP as a praxis in their ELT classes. English language learning and teaching will unquestionably become an engaging and entertaining activity thanks to NLP's tactics and ideas. English language teachers, acting as facilitators, can develop language learners' personalities, communication abilities, and interpersonal skills to help them confront the world with confidence by using NLP techniques to maintain the flow of the language learning process. (Ziddiqui, 2018)

Chapter V

Reflections of the study

This chapter contains reflections on the research carried out, the experience while doing the research, the difficulties, and the lessons the writers learned about the topic, during this research it was possible to understand how NLP can be used for vocabulary acquisition.

Thanks to the information gathered and the research that already exists related to NLP, it is possible to understand that many students today does not know how to improve their vocabulary, showing signs of stress, frustration, confusion, and even depression. NLP (Neuro Linguistic Programming) training is concerned with how your mind works. It awakens us to the power of our minds. Knowing how to employ our mental abilities is also beneficial. *‘What we believe defines who we are.’*

From what was evidenced in the focus group, related to the research objectives, according to the teachers, NLP positively affects students, relationship, behavior, motivation and experiences are the key factors for the acquisition of English vocabulary. Moreover, Neurolinguistics programming techniques manages to provide different benefits such as create relationship between empathy and experiences to allow students build their skills, also students improved comprehension and vocabulary acquisition in English.

During the research process, it is possible to understand an important element that helps in the learning process is communication and how the teacher expresses him/herself to the student, in addition, NLP have different techniques such as the mimorring, rapport or empathy, visual access / auditory / kinesthetic, and maintaining flow that work in the motivation of every student using their self-experiences for better results. Each technique is related to the student's

mind, behavior and experiences which is very important because with these factors the teacher can better relate to the student.

Some characteristics that students showed when the teacher use NLP are, clarity of thoughts, which improve in thought clarity for students. They can select the best solutions for themselves if they have a clear mind. They will naturally discover their own ways to learn a new vocabulary, obviously the teacher influences the pathway decision. Improves creativity, In NLP, there are activities specifically created to assist pupils develop their creativity. They started to think creatively and also learned from it. Removes fears and phobias, NLP can help the students got rid of fears related to exams, competitions, public speaking, failure, etc. Which helps the student to lose the fear of learning the wide vocabulary of a new language. Improves focus, with the use of specifically created NLP exercises, pupils can sharpen their attention and concentration.

Additionally, this supports their learning and study. The last characteristic that this research demonstrated through the focus group is self-motivation, students become self-motivated after completing NLP modules. They can quickly identify their problems and address them on their own. They can also assist those in the vocabulary learning and solving its problems.

To complete this research project the authors had different problems such as the correct written objectives to achieve and find a possible solution for the problem formulation. In the same way, was difficult found a valid information about NLP whereas in the internet there are information about Neurolinguistics but relating in the educational environment there was not much information about it.

The development of the interview questions was a complex process due to the fact that some questions had to be structured and changed to fit the topic to be investigated and to be able to collect the precise information required by the author in order to be able to carry out the analysis of the topic.

Furthermore, the authors faced different challenges that made this work complex to carry out. Among the various challenges faced in order to complete the research was that being a private institution, many times the teachers surveyed were busy with the schedules performing or taking student evaluations, which made the interview process a little difficult in order to collect the necessary information for the development of chapter 3 and 4.

In addition, for the correct analysis of the questions were a little difficult to co-related the answers obtained from the interview in the focus group with the topic to be researched especially for the reason that the teachers unknown the specific name of the theory but they applied many techniques of them in their develop of the classroom for this sense the answers of the interview was not very clear in same questions but the authors found the co-relation that exists in the theoretical framework theory and in the interview responses.

The most important lesson learned from this research was the significance of know your students and their behavior and the way in which the teacher expresses himself is the key to use NLP correctly, many times teachers and students used NLP in an unconscious way making them unable to take full advantage of this tool. Sometimes teachers do not know what techniques to use to improve a student's ability, which is something relevant for their academic formation.

Finally, the authors would like to give recommendations to teachers that they need looking for different ways to encourage English vocabulary learning, thanks to this the acquisition will be easier for students, and remember that NLP is based on memory and

experiences which ensure that these new words are not lost over time. In addition, teachers should never stop motivating their students to learn a new language.

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Annexes

Annex 1: Tutor Assignment



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO**REFERENCIA:** PINE-213-2022**DE:** Ing. Eliana León Abad, MSc.
DIRECTORA DE CARRERA**PARA:** Christopher Josue Bailón Pinargote
Alejandro Gustavo Infante Lozano
ESTUDIANTES CARRERA PINE**Cc:** Sandra Caamaño López, MSc.
DOCENTE**ASUNTO:** Aprobación de tema de Trabajo de Integración Curricular**FECHA:** 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Neurolinguistic Programming Techniques as a Tool for the Acquisition of English Vocabulary"; siendo designado como miembros de tribunal los siguientes docentes:

| DOCENTE | CORREO | TELÉFONO | DESIGNACION |
|-----------------------------|----------------------|------------|--------------|
| MSc. Sandra Caamaño López | scaamano@upse.edu.ec | 0990794148 | Tutora |
| MSc. Xavier Almeida Briones | xalmeida@upse.edu.ec | 0993018430 | Especialista |

Recordarle que el docente tutor debe enviar mensualmente el informe de avance, además las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Ing. Eliana León MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

C/c Archivo

Annex 2: Anti-plagiarism Report

UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA
BIBLIOTECA

Formato No. BIB-009

CERTIFICADO ANTIPLAGIO

La Libertad, 7 de Febrero de 2023

En calidad de tutor del trabajo de titulación denominado "Neurolinguistics programming techniques as a tool for the acquisition of English vocabulary in tenth-grade students", elaborado por la / el (las / los) estudiante (s) Christopher Josue Bailon Pinargote, Alejandro Gustavo Infante Lozano egresada / o (s) de la Carrera de Pedagogía de los Idiomas Nacionales y extranjeros, de la Facultad Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciados en pedagogía del idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 5% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, which appears to read 'Sandra Caamaño Lopez', is written over a horizontal dashed line.

Ing. Sandra Caamaño Lopez, Msc.









CI: 0915573939

TUTORA

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Sources included in the report

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Annex 3: Focus Group – Questionnaire

FOCUS GROUP

All information collected in this survey will be anonymous and confidential. The objective of this focus group is to gather information about the use of Neurolinguistic Programming Techniques for the acquisition of English vocabulary through open questions to English teachers of the educational unit Juan Dagoberto Montenegro Rodriguez.

NEUROLINGUISTIC PROGRAMMING TECHNIQUES (NLP)

- *As a teacher, do you have any knowledge of what Neurolinguistic Programming is? Yes or no, explain your answer.*
- *In the Neurolinguistic Programming there are several reception channels such as auditory, visual, and kinesthetic. Which of these channels do you use the most at the moment of teaching your class?*
- *Do you think that changing a person's thoughts and habits will affect their acquisition of a new language such as English?*
- *Neurolinguistic programming assumes that all teachers influence the way students learn because of their use of space and language, what you think about this statement?*
- *What characteristics do students show when the teacher use Neurolinguistic programming techniques?*

- *All communication potentially affect learning. Could the teacher explain a vocabulary class using NLP and get positive results? Give reasons for your answer.*
- *From your perspective as a teacher, what are the benefits of using NLP to teach a foreign language such as English?*
- *NLP techniques is directed to establish an empathy between the student and the teacher in the classroom. Do you consider that establishing a balance between the emotional and psychological state of the student will make easier the vocabulary acquisition?*

Annex 4: Interview Transcript

1. - As a teacher, do you have any knowledge of what Neurolinguistic Programming is? Yes or no, explain your answer.

Person 1:

Yes, neurolinguistic programming refers to the study or the use of experiences that a person has in this case it can be the student depending on his experiences or what he knows can change his motivation and his way of learning.

Person 2:

Yes, because as a teacher I have sometimes used my own experiences in order to get students interested in a new topic.

Person 3:

Yes, I have mastered a small concept of what neuro-linguistic programming is about the way in which people's thinking or habits can be changed through behavior or communication, in this case in students to encourage them to improve academically.

2. - In the Neurolinguistic Programming there are several reception channels such as auditory, visual, and kinesthetic. Which of these channels do you use the most at the moment of teaching your class?

Person 1:

Ok, I as a teacher I use several Channels of reception for example I use auditory visual and kinesthetic as I like that students learn in a multifunctional way so one day I was using auditory another day I can use visual when we talk about vocabulary I use visual and auditory as students when they see a word it was relate to something they those experiences they assimilate them And that way a new word stays in their vocabulary.

Person 2:

From my perspective as a teacher I try to use the reception channels in a joint way allowing to develop several skills of the student, but when it is the case of a specific subject I try to focus more on one single reception channel, that is why for vocabulary acquisition I try to be more auditory than visual.

Person 3:

In my classes, the channel I use the most is visual because I have noticed that my students like to learn through images as most of them are very observant people.

3. - Do you think that changing a person's thoughts and habits will affect their acquisition of a new language such as English?

Person 1:

Yes, I believe that combining thoughts and habits affect the acquisition of a language for example English because if we assimilate something that the student likes and implement it in class it will make the acquisition of a new word in English better and it will stay for a longer time as in the case of vocabulary if a student likes video games or likes to read comics or something like that using that experience and those habits we can improve the acquisition and teaching of a new language like English.

Person 2:

Of course yes, the thoughts and habits of a person will always be related, so if I as a teacher want my student to learn in a better way I will try to implement things that interest him/her when acquiring vocabulary but in the same way as a teacher I must be aware that if the student has perhaps bad habits he/she will not learn English correctly because his/her thoughts are somewhere else.

Person 3:

I don't think so, as motivating students to change their thinking or habits would help them to become more engaged with the language. This way they will be able to achieve their goals more quickly and effectively.

4. - Neurolinguistic programming assumes that all teachers influence the way students learn because of their use of space and language, what you think about this statement?

Person 1:

Yes, I agree with what teachers influence because if I as a teacher express myself in a good way the student will understand me better now if I use the space of the classroom and a correct way I create good moments good experience in the student and that is where neurolinguistics comes in because creating good moments helps in the motivation of the student to want to learn a new language.

Person 2:

As a teacher I have an important role which is to be able to teach in a correct way in this case the English language, the way in which I use the space inside the classroom will determine the way in which my student acquires knowledge, in the same way I must use a language based on the students' own experiences that allows them to feel identified and motivated to learn.

Person 3:

That is true because as teachers we must encourage students to improve in every aspect, this is because we make our classes dynamic so that there is a better relationship between teacher-student.

5. - What characteristics do students show when the teacher use Neurolinguistic programming techniques?

Person 1:

Well, during my work I have noticed that my students change in a good way when I use NLP, they act more confident, which I consider very important for the kids to be able to use new vocabulary without problems and without fear of mispronouncing words they have just learned.

Person 2:

In my case my students become more creative, I believe that when students are self-motivated their creativity helps them find new ways to acquire English vocabulary.

Person 3:

My students have different characteristics which I consider very well, such as more creativity, which I consider helps them to think more clearly and use more English words, another characteristic that I can remember is that the kids lose their fear when speaking in English.

6. - All communication potentially affect learning. Could the teacher explain a vocabulary class using NLP and get positive results? Give reasons for your answer.

Person 1:

Well, neurolinguistics programming has many tools. So for example, I can use mimorring and make the student motivated to learn new vocabulary in English and obtain favourable results, it all depends on the techniques you use in this neurolinguistics programming.

Person 2:

From my point of view I consider that yes, in neurolinguistics I know that there are several tools which I have used many times when giving a class, so I know that if I use at least one of these techniques of Neurolinguistics my class will be an efficient and successful class.

Person 3:

A visual reception channel would be used as flashcards or games such as pictionary would help to improve the level of vocabulary, whether it is about any topic, the results will be positive as the class will be dynamic.

7. - From your perspective as a teacher, what are the benefits of using NLP to teach a foreign language such as English?

Person 1:

Well one of the benefits of neuro-linguistic programming as a teacher is that it creates a better relationship and empathy with the student as it uses the student's experience and uses it for better teaching and acquisition of a new language such as English.

Person 2:

I consider that one of the benefits is that it helps me as a teacher to develop the students' skills in a more efficient way because I use different techniques that allow the dynamics of my class to change based on the experiences of my students.

Person 3:

One of the benefits is responsible decision making as well as helping to emphasize with their classmates for a better relationship in the classroom.

8. - NLP techniques is directed to establish an empathy between the student and the teacher in the classroom. Do you consider that establishing a balance between the emotional and psychological state of the student will make easier the vocabulary acquisition?

Person 1:

It is necessary to have a balance since the emotional and psychological state of the student is the key in this technique for a better result so knowing how students behave just by seeing it helps

for a better teaching so it is necessary to know the behaviour of the student and it is good to use different tools such as visual, auditory and kinesthetic to create a good acquisition of vocabulary.

Person 2:

Of course, our main task as teachers is to teach, but we must also identify how the student will learn, so it is necessary to balance the emotional and psychological state, allowing us to know which technique to use with each of the students.

Person 3:

Yes, as they won't have problems with their peers teasing them for not knowing the correct answer to certain activities they do, they also develop much deeper thinking.