UNIVERSIDAD NACIONAL DE CHIMBORAZO

VICERRECTORADO DE INVESTIGACIÓN, VINCULACIÒN Y POSGRADO.

"Neurolinguistic programming techniques used in the teaching-learning process to improve the speaking skill of students of second of bachelor "a" from "Eloy Alfaro" Educative Unit "del Milenio".

Trabajo de titulación previo a la obtención del título de:

Magister en Enseñanza del idioma Inglés como Lengua Extranjera

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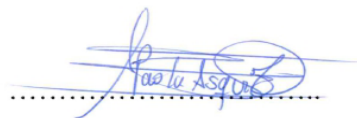
Riobamba. Ecuador, 2024

AUTHORSHIP

I Maria Paola Asqui Tingo, a student of the master´s degree program in teaching English as a Foreign Language, declare I am only the author and responsible for this research work title entitled:

NEUROLINGUISTIC PROGRAMMING TECHNIQUES USED IN THE TEACHING-LEARNING PROCESS TO IMPROVE THE SPEAKING SKILLS OF STUDENTS OF SECOND OF BACHELOR "A" FROM "ELOY ALFARO" EDUCATIVE UNIT "DEL MILENIO"

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Riobamba, 25 de julio de 2024

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ACKNOWLEDGMENT

I wish to thank, first God and my dear grandparents Victor Asqui and Josefina Tingo for the blessings and the memories that will last until eternity.

Thanks to the National University of Chimborazo UNACH for the experiences I got in this institution. I also met incredible people who supported and believed in me.

Thank you to my thesis tutor and dear teacher Dr. Narcisa Fuertes for sharing her time and guiding me through my university journey and my last stage in the best way.

Thank you, family, my sisters Nieves, Miriam, Anita, and my brother Javier, and my nephews Daniela, Lady, Fernando, Elian, Sebastian, Rafaela, Eidan and David thank you for your support all at times.

Thank you, my grandmothers, my sister-in-law, brothers-in-law, aunts, uncles, cousins, and friends, thank you for your support and your advice to overcome have presented in my life and for the unconditional love that I feel in my heart.

With love

Paola Asqui Tingo.

DEDICATORY

To my beloved parents:

América Josefina Tingo Merino and Víctor Hugo Asqui Sinaluisa.

Who has taught me to dream and make my dreams come true.

And who are my support and inspiration to achieve goals.

They are everything to me.

With love

Paola Asqui Tingo.

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Resumen

Hablar es una de las habilidades más importantes para tener una comunicación significativa. Por lo tanto, es importante integrar diferentes técnicas de enseñanza del habla; los alumnos se sienten motivados para expresar sus ideas, intercambiar información y compartir sus conocimientos con otras personas. Este trabajo hace énfasis en la aplicación de técnicas de PNL para el desarrollo de la expresión oral en inglés, permitiendo a profesores y alumnos utilizar diferentes técnicas de enseñanza-aprendizaje técnicas basadas en la Programación Neurolingüística (PNL) como método principal de enfoque metodológico en el proceso de enseñanza para que los alumnos se sientan motivados e interesados en el desarrollo de las destrezas orales. Este estudio se realizó con los alumnos de Segundo de Bachillerato "A" de la Unidad Educativa "Eloy Alfaro" Del Milenio", en la ciudad de Alausí - Provincia de Chimborazo. Esta investigación tiene como objetivo determinar las Técnicas de Programación Neurolingüística apropiadas para mejorar la expresión oral. El principal problema encontrado es que los estudiantes de Segundo de Bachillerato "A" de la Unidad Educativa "Eloy Alfaro" tienen limitaciones para comunicarse a través de la expresión oral. Así, su vocabulario es escaso y mantener una conversación es una utopía; este hecho genera desinterés y falta de motivación por aprender inglés sin dejar de lado el miedo a cometer errores. Esta investigación se basó metodológicamente en un enfoque mixto ya que el alcance de los objetivos se logró a través de fichas de observación y encuestas, lo que corresponde a datos cualitativos y cuantitativos, respectivamente. El estudio de campo se realizó mediante el análisis del contexto real en una institución académica donde se presentó el problema mencionado. Además, el tipo de investigación es descriptiva y exploratoria lo que permite obtener información cuantitativa y cualitativa. Para la recolección de datos se utilizaron los siguientes instrumentos: una guía de observación, una encuesta, pretest, prueba previa y posterior con la rúbrica correspondiente para analizar las Técnicas de Programación

Neurolingüística para mejorar la habilidad de hablar en el proceso de enseñanza-aprendizaje. Como propuesta metodológica para esta investigación, se ha diseñado un blog para profesores de inglés. En él se exponen técnicas de Programación Neurolingüística para mejorar la destreza oral.

Palabras claves: Programación neurolingüística, proceso de enseñanza-aprendizaje, destreza de la expresión oral.

Abstract

Speaking is one of the most important skills to have meaningful communication. Therefore, it is important to integrate different speech teaching techniques; the students feel motivated to express their ideas, exchange information, and feel confident to share their knowledge with other people. This work emphasizes the application of NLP Techniques to develop the speaking skill in the English Language, allowing teachers and students to use different teaching-learning techniques based on Neurolinguistic Programming (NLP) as the main method of methodological approach in the teaching process to make students feel motivated and interested in developing oral skills. This study was conducted on students of the Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio," in Alausi City – Chimborazo Province. This research aims to determine appropriate Neurolinguistic Programming Techniques to improve speaking skills. The main problem found is that the students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio" have limitations to communicate through oral expression. Thus, their vocabulary is scarce and having a conversation is a utopian scenario; this fact generates disinterest and a lack of motivation to learn English without leaving aside the fear of making mistakes. This research was methodologically based on a mixed approach since the scope of the objectives was achieved through observation sheets and surveys, which corresponds to qualitative and quantitative data, respectively. The field study was conducted by analyzing of the real context in an academic institution where the aforementioned problem was presented. In addition, the type of research is descriptive and exploratory which allows quantitative and qualitative information to be obtained. For the data collection, the following instruments were used: an observation guide, a survey, pretest and posttest with the corresponding rubric to analyze Neurolinguistic Programming Techniques to improve speaking skill in the teaching-learning process. As a methodological proposal for this research, a blog has been designed for English teachers. It displays techniques of Neurolinguistic Programming to improve speaking skill.

*Keywords***:** Neurolinguistic programming, teaching-learning process, Speaking Skill.

Introduction

"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information." The meaning given to the messages is directly related to the context in which the interlocutors are, as well as a series of intangible elements such as beliefs and lived experiences, which provide intentionality; this form of communication occurs in a spontaneous and fluid way, so it does not need a channel or medium to have feedback (Burns & Joyce, 1997). So, it means that speaking is essential to interact and communicate one each other, therefore students can get confidence in practicing their abilities.

The main objective of this research is to determine appropriate Neurolinguistic Programming Techniques to improve the speaking skill of students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio". This premise is given from the importance that these communication skill give people to be able to express themselves fluently in the mastery of English as a second language, therefore, the use of strategies to develop the speaking skill is essential for the learning of students.

The importance of this study is centered on three fundamental areas: methodological, academic and subjective. As for the academic, it's imperative is focused on Neurolinguistic Programming Techniques an essential part that teachers need to foster the development of communicative skill, specifically in increasing information fluency, which allows for an improvement in students' motivation during English classes because they can actively participate and thus improve their academic performance.

Another is from a methodological aspect because, the instrument was real, done and analyzed by the researcher, and the data obtained helped the educator to use techniques and tools that promote the development of speaking skill so that students achieve the goal of mastering English as a second language. In addition, this study is of subjective interest for

the researcher in the search for elements that guarantee the improvement of his pedagogical encounters with the students, diminishing the obstacles that are presented daily around English and promoting the motivation of these students.

This research is a mixed approach qualitative and quantitative because it permitted us to analyze the gathered information provided by the "twenty Students of Second of Bachelor" "A". Therefore, in this work the researcher decided to concentrate on appropriate Neurolinguistic Programming Techniques to improve speaking skill in the students of this institution, which might be helpful for English teachers and enhance their students´ communication skill.

The present research has been organized into six chapters as follows:

Chapter I. - This chapter introduces the referential framework that contains the introduction, research background, problem definition, justification and objectives.

problem statement, objects and justification of the problem.

Chapter II. - This chapter introduces the theoretical scientific data of the Neurolinguistic Programming Techniques to improve speaking skill and an important factor that supports the analysis.

Chapter III. - This section establishes the methodological tools and techniques used for the fulfillment of the objectives. It includes the instruments that allowed the collection, processing and analysis of the data.

Chapter IV. - This section deals with the results obtained in relation to the context investigated.

Chapter V. - This section presents the response to the research objectives, as it contains the conclusions and recommendations, after having analyzed the data.

Chapter VI. - This chapter contains the research proposal. The researcher designed a blog with Neurolinguistic Programming Techniques to improve speaking skill.

Chapter I

Generalities

1.1.   Problem Formulation

Education serves as a cornerstone for the cultivation of individual capacities, enabling knowledge construction and skill refinement. Notwithstanding, disparities in educational opportunities are observed between rural and urban contexts. For example, urban students often have access to advanced technological resources, guided parental involvement, and better infrastructure. In contrast, their rural counterparts lack these advantages, working in family agricultural enterprises and receiving limited educational guidance from parents with low educational attainment.

The Educative Unit "Eloy Alfaro" is situated in the town of Huigra within the canton of Alausi. The institution offers a range of educational levels from initial to high school education and currently enrolls about 437 students taught by 26 teachers. Predominantly, the student body hails from rural communities. Within this diverse cohort, students demonstrate varied learning styles, including visual, auditory, and kinesthetic preferences. Learning a foreign language like English presents significant challenges for these students, especially when it comes to speaking skill. They often experience apprehension and hesitation in expressing themselves in a new language.

From a broader perspective in Ecuador, it is necessary to surmount shortcomings related to conventional teaching methods. Traditional pedagogy often neglects to address the distinct intellectual abilities and learning preferences of students. Herein lies the significance of integrating Neurolinguistic Programming (NLP) techniques in teaching, especially to improve speaking skill.

The emphasis of this research is to determine efficacious Neurolinguistic Programming techniques specifically tailored to bolster the speaking abilities of the

students. The goal is to ensure that educators apply appropriate NLP techniques that can not only motivate students but also instill in them greater confidence in their speaking skill.

In summary, while acknowledging the role of learning styles can be useful, it is Neurolinguistic Programming that stands as the independent variable in this research. The endeavor aims to align NLP techniques with the unique needs and capacities of each student, particularly within the diverse classroom environment of the Second Bachelor "A" class at "Eloy Alfaro" Educative Unit. This strategic focus is intended to enhance the efficacy of language instruction, particularly in the domain of speaking skill.

Educative Unit "Eloy Alfaro" is located in Huigra town of Alausi canton. The institution has the following educational levels: Initial; Basic Education and High School. Nowadays, this public institution has about 437 students and 26 teachers. Most of the students come from the rural sector and the countryside, moreover, there are students with different learning styles in the teaching-learning process, they learn by seeing, listening, speaking etc. When they are learning another language, such as English, it is becoming more difficult for rural students to learn it because they feel afraid to speak and express their ideas in a new language so the purpose of this research is to help students feel more confident when they speak by using neurolinguistic programming Techniques.

At a general level in Ecuador, there are central aspects that might be overcome concerning traditional teaching from a psycho-pedagogical point of view that refers to the role of teachers and students. One of the problems that teachers generally face in the classroom is that students do not respond adequately, where teaching does not show humanistic aspects that focus on the intellectual capabilities of each student. This is why the pedagogical intervention within learning style and the use of Neurolinguistic Programming techniques are central.

Furthermore, addressing learning styles to determine the way in which students acquire knowledge in the most optimal way is conducive to equity and the success of the pedagogical process. For its part, Rivadulla (2006) established that it is important for teachers to inquire about the strategies that promote meaningful learning in their students, taking into account the degree of complexity involved in English as a foreign language. In this sense, an adequate diagnosis can guarantee that teachers establish strategies based on the real context and allow their students to focus on improving their shortcomings. Another fundamental aspect of learning styles is motivation, which is often not taken into account by teachers when employing their teaching strategies.

It is pertinent to mention that there are multiple learning styles, however, the most common are related to visual, auditory and kinesthetic, which accelerate the processing of information in the teaching and learning of a second language. Likewise, Neurolinguistic Programming is presented as a tool to improve the performance and development of communicative skills, which could be the positive answer needed to achieve efficient levels of information retention, since it promotes brain exercise, so if traditional methods do not work, the teacher tries another activity that attracts the students' attention.

From this perspective, this research aims to determine appropriate Neurolinguistic Programming Techniques to improve speaking skill because is necessary that teachers use appropriate techniques in their classes, so students feel motivated, and with more positive confidence and help students improve their speaking skill.

Therefore, within the classrooms of the students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit there is a great diversity of students, so we must take into account the learning styles that students have, with this in mind we can promote and apply Neurolinguistic Programming Techniques according to the needs and abilities of students, to motivate them to learn the speaking skill.

1.2.   Justification

In the world there is a multiple variety of languages, many of these do not have a written development, if not focused on speech, this fact confirms that the basis of communication is the spoken language, as it is the first form of expression of people from a few months after birth and this is learned through listening and imitation of sounds (Aspers & Corte, 2019).

The ability to speak and its sub-skills allow us to develop other skills since we can perform activities that involve writing, listening, and reading. This research analyzes the Techniques of Neurolinguistic Programming that have been applied in similar settings to develop speaking skill.

It is pertinent to mention that through the use of neurolinguistic programming techniques it is possible to improve the learning of a second language such as English, therefore, it is essential that teachers implement strategies based on these tools to improve the mastery of this language in students. It is also important to develop the present investigation because it allows to put at the service of the students the current teaching techniques to give solutions to the problems in the learning of the English language.

The goal of this research is to determine appropriate Neurolinguistic Programming Techniques to improve speaking skill, taking into consideration that speaking skill is an activity to express a sequence of ideas, share opinions and interact among people, on the another hand this research study helps both teachers and students with Neurolinguistic programming techniques that are educational, dynamic and easy for teachers to apply in the classroom, which promote the personal, academic and personal development on students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio".

This research was conducted due to multiple problems presented by students in the educational field. The students presented difficulties in the spoken command of the English

language, their lexicon was primary and therefore, there was no successful communicative process based on comprehension; this fact generated uncertainty and frustration in the students with respect to this area of learning, therefore, there was lack of motivation and fear to risk participating in class without an adequate command of the language.

Neuro-linguistic programming or NLP (Hishmeh, 2005) has become a powerful tool to strengthen the learning of a second language such as English, as it has shown positive results in terms of improving communication, increasing the student's confidence to approach new conversations and promoting the right relationship between them, even impacting their self-esteem.

Investigating Neurolinguistic Programming Techniques can help people know and apply these techniques to help students improve their speaking skill, so students gain the skill to effectively manage techniques to express their ideas, and emotions, to increase self-esteem and self-confidence to speak the English language.

From an academic point of view, this study is of great importance because it contributes to the strengthening of strategies for the development of speaking skill in students, such as the case of the Techniques of Neurolinguistic Programming which have been applied in similar settings to develop speaking skill and effective communication and the students feel motivated to learn and practice this skill. Also, the researcher recommends that neurolinguistic programming Techniques are meaningful in the teaching learning process especially in speaking skill development because as future teachers we must be interested to learn and apply new techniques in the teaching learning process.

The beneficiaries of this research are the teacher and the students of the institution, since they are the ones who are involved in the teaching-learning process, which in many occasions is complex and does not reach the previously established achievements. Through this study, teachers will be able to have a tool that guarantees the improvement of their

results in each pedagogical encounter and, for the students, it allows them to develop important communicative skills for their daily life and even for their professional environment. The direct beneficiaries of this research are the English Teacher and the twenty students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit.

1.3. Objectives

1.3.1. General Objective

To determine appropriate Neurolinguistic Programming Techniques to improve the speaking skill of students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio.".

1.3.2. Specific Objectives

- To analyze the Techniques of Neurolinguistic Programming that have been applied in similar settings to develop the speaking skill.

- To assess the level of the speaking skill of students of Second of Bachelor "A" to get a qualitative and quantitative diagnosis.

- To design a blog with Neurolinguistic Programming Techniques to improve speaking skill.

1.4. Operational Matrix of Variables

Table 1.

Dependent variable: Speaking skill.

CONCEPTUALISATION	DIMENSIONS	INDICATORS	CATEGORY OF DATA	TECHNIQUES	INSTRUMENTS
Oral skill development Oral skills refer to the ability to communicate effectively verbally, which implies the development of fluency in speech, adequate pronunciation, listening comprehension and the ability to express ideas and opinions in a clear and coherent manner **(San Lucas, Matute, Tigua, & Sánchez, 2021)**.	Communication	Oral practice of clear communication	Ordinal	Interview with the students of the Second Degree course "A" of the "Eloy Alfaro" Educational Unit "Del Milenio".	Pre and Post test & Rubric
		Ability to comprehend Ability to interact			
	Oral expression	Ability to make yourself understood	Ordinal		Observation guide
			Ordinal		
	Interaction	Auditory aspect Visual aspects Gestural aspects Effective and natural use of strategies			
		Initiating and responding, reacting, suggenting, agreement.	Ordinal		
	Grammar		Ordinal		
		Grammar: Accurate and appropriate use of grammar sturctures			
			Ordinal		
	Fluency	Speed, Flow, Naturaleness			

Vocabulary	Comfort with words	Ordinal
	Correct and effective use of vocabulary. Variety of words	
Pronunciation	Intelligible, can the speaker be understood (words, sentences and phrases)	
	Word structure	
	Use words correctly and in the right context Know enough vocabulary to communicate	
	Correct sounds of spoken language	

Note: Information about the dependent variable

Table 2.

Independent variable: Neurolinguistic Programming Techniques

CONCEPTUALISATION	DIMENSIONS	INDICATORS	CATEGORY OF DATA	TECHNIQUES	INSTRUMENTS
NLP Neurolinguistic Programming (NLP) is an approach that explores the relationship between language, throught patterns and human behavior, which focuses on how people perceive, process and make sense of the information they receive from the outside world, and how these perceptions influence your communication and actions **(Muñoz, 2022).**	Learning Styles according to Neurolinguistic Programing Neurolinguistic Programming Techniques	Visual Auditory Kinesthetic Building Rapport Technique Metaphors technique Storytelling technique Anchoring technique Mirroring technique Modeling technique Perceptual positioning technique Creating positive states and anchoring techniques	Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal Ordinal	Interview with students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio".	Pre and Post test Survey

Note: Information about the dependent variable

Chapter II

Theoretical Foundation

2.1.   Background

The study of Neurolinguistic Programming (NLP) has evolved over the years since its inception in the 1970s. Initially developed as a psychotherapy approach, it has been gradually incorporated into educational settings. The techniques in NLP focus on understanding how people organize their thinking, feeling, language, and behavior to produce the results they do, which makes it a particularly intriguing area of research for educators interested in enhancing communication skill.

Several studies have applied NLP methods in educational settings similar to the one your research is focused on. For instance, research in rural schools has used NLP techniques to enhance students' English-speaking abilities, showing significant improvements in fluency and vocabulary. These studies often employed diverse teaching methodologies tailored to students' learning styles while primarily focusing on NLP as the driving mechanism for change.

The application of NLP in the realm of second language acquisition has been a subject of scholarly interest. Studies have demonstrated its efficacy in improving various facets of language learning, including vocabulary retention, grammatical understanding, and particularly, speaking skill. These studies have employed various data collection methods including oral assessments, interviews, and observations, providing a multi-dimensional understanding of the impact of NLP techniques.

While there are considerable studies concerning NLP in language learning, fewer focus explicitly on the challenges faced by students in rural settings like the Educative Unit "Eloy Alfaro." Rural students often face unique challenges such as limited exposure to the language outside of the classroom, fewer technological resources, and lack of parental

guidance due to lower educational levels. Therefore, the need for specialized approaches like NLP becomes even more pronounced.

Understanding these previous works and identifying the gaps they leave offers a foundation for the present study. Your research seeks to address these gaps by tailoring NLP techniques to the specific challenges faced by rural students in the "Eloy Alfaro"

Educative Unit. By focusing on speaking skill as a dependent variable, the study aims to make a substantive contribution to the existing body of knowledge.

2.2.   Definition of Speaking Skill

In the process of teaching and learning English as a second language, it is established under a method of four important domains, among them are reading, writing, listening and speaking; all of these are necessary, however, the last one is the one that makes it easier for people to communicate in different environments.

Authors Gaudo & Mayorga (2021) define Speaking skill "as the ability to speak, which implies a communicative process that allows ideas and feelings to be exchanged in a specific context and in such a way that they are understood" (p. 10). That is, it is the ability of an individual to communicate effectively through oral means in a given language, which encompasses the ability to express thoughts, ideas and emotions in a clear and coherent manner.

As mentioned by Dina et al., (2022) mastery of speaking in English is a complement to phonetic aspects such as pronunciation and intentionality, as well as syntactic aspects, among which are vocabulary, the organization of ideas and the fluency to express them, guaranteeing feedback with interlocutors. Therefore, good speaking skill require mastery of these elements.

Certainly, here are additional definitions of speaking and its various components:

Fluency: Fluency refers to the ability to speak continuously and without excessive interruptions. It is the skill of expressing oneself with ease and naturalness in conversation. A fluent speaker can maintain a coherent and cohesive discourse.

Pronunciation: Pronunciation relates to how sounds and words are articulated in a language. A good command of pronunciation contributes to clear and effective communication. Pronunciation errors can hinder understanding.

Intonation: Intonation refers to the melodic pattern and variation in tone of voice while speaking. It is important for expressing emotions, questions, and emphasis in speech. Proper intonation contributes to more effective communication.

Vocabulary: Vocabulary refers to the set of words a speaker knows and uses in their speech. A strong vocabulary is essential for expressing ideas precisely and enriching discourse.

Grammar: Grammar pertains to the rules and structures governing sentence and sentence construction. Correct grammar usage is fundamental for clear and coherent communication.

Listening Comprehension: Although commonly associated with listening, listening comprehension is essential for speaking. Speakers must be able to understand what is being said to respond appropriately in a conversation.

Oral Interaction: Oral interaction refers to the ability to engage in bidirectional conversation with other speakers. This includes asking questions, providing answers, expressing opinions, and following the flow of conversation coherently.

Narrative Discourse: Narrative discourse involves storytelling or recounting events in a coherent and organized manner. Speakers must be able to use temporal sequences and connectors to narrate effectively.

Presentation Skills: It´s refer to the ability to speak in public or deliver presentations effectively. This includes the use of visual aids, maintaining audience attention, and conveying information clearly.

Accent: Accent relates to the characteristic pronunciation of a region or country. While it's not necessary to completely eliminate an accent, speakers can work on the clarity and comprehensibility of their speech.

These are some of the components and definitions related to the skill of speaking in English. Each of these aspects plays a significant role in effective communication in the language. In this sense, the act of speech involves the interlocution between two or more individuals, who have characteristics in common that help encode, decode and process the message.

2.3.   Neurolinguistic Programming

Neurolinguistic. - These programs concentrate the effort of scientific areas related to neurology and how it processes information for the creation of language, in such a way that it is studied from its base in the brain; It is worth mentioning that this is also linked to the individual's own experiences, as this is what gives it meaning (Bambini & Canal, 2021).

NLP is based on the neural process involved in the thinking of individuals and how they relate to their environment, the words they use to configure a message that constitutes a large amount of information that is processed continuously (Yameen & Iftikhar, 2014). It defines NLP as "... a set of guiding principles, attitudes and techniques that enable you to change behavior patterns as you wish ..."

NLP works directly on the basis of the communication process, where the brain is responsible for encoding and decoding the information transmitted through speech; These processes have been forged over the years, that is, from the experience of each individual,

since from this, other fundamental aspects of language such as perception are produced (Oberholzer, 2014).

In this sense, teachers are based on the holistic theoretical approach to contemplate all the aspects that intervene in the information process through language, to transform it into learning for students, through a complex dynamic carried out in the brain. It is at this time that NLP has been strengthened as an indispensable tool in the development of speaking skill in students, during their learning of English, since it resorts to the way in which each of them processes information, understanding that this It is a purely subjective procedure. Below are some concepts that help to understand its importance.

It is known as the study of our mental patterns that facilitates the knowledge of the process of codification of the information that is in our mind and to optimize it to improve our capacity of communication. to improve our ability to communicate. Through the knowledge of mental patterns, we become aware of language and the importance of its proper use. The NLP Neurolinguistic Programming allows us to know ourselves and to ourselves and to direct our language and knowledge in a way that is profitable for us (Amenós, 2006).

Everyday life establishes verbal and non-verbal communication; non-verbal communication is present in everyday life. Non-verbal communication is present in daily life, without speaking, a person can transmit messages, through body movements, postures or able to transmit messages through body movements, postures or gesticulations that are a universal language with which it is easy to communicate. Gesticulations that are a universal language with which it is easy to communicate when oral communication is interrupted. When oral communication is interrupted.

"It is the study of the factors that influence the way we think, communicate and behave, communicate and behave. It is a way of encoding and reproducing excellence."

(Knigth, 2002, p. 11). The influence of the human being to achieve influence of the human being to achieve objectives is an action that allows motivating the human being to execute actions that would seem difficult under different circumstances.

Neurolinguistic Programming Neurolinguistic Programming is a discipline that, studies the relationship between the brain and language. It deals with understanding how the brain processes language, how language affects the brain, and how the brain can be used to improve language learning (Bambini & Canal, 2021). Together with the practice of techniques and strategies can exert influence to adapt the behavior that helps in different topics of life, so it is very useful for education.

Neuro-Linguistic Programming (NLP) is a cognitive-behavioral model, operating on the nonconscious level of mind. This model operates as a therapeutic and counseling the reactions towards such events. For example, at a certain moment in which an individual has negative thoughts, even if they are related to a way of learning and improving their cognitive skill, emotions are produced that affect the same person, or that influence their emotional stability.

NLP's significance in the educational landscape extends beyond language learning. It provides educators and students with a toolkit for understanding how the human mind operates, processes information, and reacts to various stimuli. By grasping the principles of NLP, teachers can tailor their teaching methods to individual learning styles and motivations, resulting in more engaging and effective instruction. This personalized approach has the potential to not only improve language acquisition but also enhance overall learning outcomes across diverse subjects and fields of study.

Moreover, NLP is a cognitive-behavioral model that goes beyond the mere understanding of the language-brain relationship. It operates on a subconscious level, allowing individuals to explore and modify their reactions to different events and stimuli.

This therapeutic aspect of NLP can be particularly beneficial in various personal and professional contexts, enabling individuals to identify and address negative thought patterns and emotional responses that may hinder their personal growth and well-being. By understanding and employing NLP techniques, people can develop the resilience and adaptability needed to face life's challenges with greater confidence and positivity, ultimately fostering a more constructive and fulfilling existence.

2.3.1. *Principles*

The foundations established by NLP facilitate the analysis of the activities of the human being, this leads to the application of strategies to improve the cognitive abilities of people (Delbio & Ilankumaran, 2018). Through these principles, it is determined that, with the appropriate strategies, different areas of knowledge such as mathematics can be addressed, therefore, these tools guarantee student learning.

NLP is based on four basic principles:

- **Results:** Have clear goals. Knowing what you want helps you achieve it.

- **Communication:** Establishing communication with yourself and others.

- **Sensory Acuity:** observing the information coming in through all the senses, noticing what is sensed, noticing what is communicated non-verbally.

- **Flexibility:** changing the way you act if it is not working until the proposed goal is achieved.

A successful process needs to start by setting clear objectives to guide the learning process. The second step is to manage the communication that starts from the inside of the person to reach out to others; it also notes that it requires sensory acuity, perceiving the stimuli with all the possible senses, reflecting with emotional flexibility, changing the way of acting, always thinking about the goal. always thinking about the goal.

Neurolinguistic Programming allows ways of thinking about oneself, as this has been strengthened as an essential method for the development of cognitive skills, based on its application in real contexts. The way to approach the strategies is through sensory experiences, since, depending on these stages, people assume the information and process it under their own perspectives.

One of the main qualities offered by neurolinguistic programming for the field of education is the great opportunity it represents to go to the basis of learning, which is based on the neural processing of new knowledge, additionally, this type of techniques can be addressed in a group or individual way, depending on the requirement or planning of the teacher; this can be given through the establishment of patterns for all students in a classroom to guide each other and achieve success in the pedagogical process (Ziddiqui, 2018).

Neurolinguistic programming is based on the support of success stories to be able to replicate in individuals with similar characteristics, understanding that if it has already demonstrated such positive results, it can be achieved in others. It is pertinent to clarify that these techniques do not depend on a specific context, but rather on the experience with it, i.e., it can achieve different results, but positive in itself, in the search for cognitive development of people. From this premise, it is affirmed that these models are practical since they do not directly merit a theoretical approach, but rather their development in experience and communications (Velásquez, 2021).

2.3.2. *Language Acquisition through NLP*

When we delve deeper into the realm of language acquisition through the lens of Natural Language Processing (NLP), we unearth a treasure trove of insights that illuminate the path towards enhanced language learning. In our exploration of this fascinating subject, we discover that NLP holds the potential to revolutionize the language acquisition process in various aspects. The following outlines the many implications of NLP for language

learners, focusing not only on general language acquisition, but also in the specific area of teaching English as a foreign language (EFL).

In the broader context of language learning, numerous studies have shed light on the positive influence of NLP-based language learning techniques. These studies have consistently demonstrated that NLP plays a pivotal role in elevating the language skills of learners across the board. However, it is particularly striking to note that when the lens is focused on EFL learners, the impact becomes even more pronounced. NLP-based language learning emerges as a powerful tool capable of significantly enhancing the language skills of EFL learners.

By harnessing NLP techniques, educators can craft flexible solutions to address the specific challenges that their students encounter, ultimately leading to substantial improvements in language proficiency. Furthermore, NLP serves as a facilitator of effective communication, fostering an environment that encourages English-language learners to excel (Keezhatta, 2019). It is evident that the adoption of NLP in the realm of EFL education not only benefits students but also empowers teachers to engage in more reflective and effective teaching practices.

Intriguingly, the impact of NLP on speaking skill within the realm of language acquisition is nothing short of remarkable. Studies examining this facet consistently reveal significant improvements when NLP methodologies are employed. In contrast to conventional methods, NLP methods have a demonstrably positive and substantial effect on students' English-speaking skill. This innovation helps EFL learners conquer the challenges of mastering complex aspects of English pronunciation, such as past regular verb endings.

Moreover, the influence of NLP extends beyond the classroom, touching upon the unique characteristics and sensory preferences of both Iranian EFL learners and teachers. This interplay of factors, including the Visual, Auditory, and Kinesthetic (VAK) sensory

preferences, is shown to wield a significant impact on students' achievements in speaking. The combination of NLP and an awareness of individual sensory preferences holds great promise in tailoring language acquisition strategies to suit the diverse needs of students.

2.4.   Characteristics of Neurolinguistic Programming

Communication is essential for the daily life of people, it is through it that people's social skills are developed, the way they develop in their environment, even in the way they learn and are trained professionally, therefore, it is established that through it, people's satisfaction and motivation for daily life is achieved (Siddiqui, 2018). From this premise, we find the following virtues of NLP:

- It has a positive impact on people's quality of life, since it allows them to develop skills.

- Enables personal development around the difficulties that arise in their daily lives.

- Strengthens people's communication skills, this is strengthened from the improvement in the process of assimilation of information in the mind of each person.

- It promotes self-knowledge to determine their own learning processes and styles in order to improve their learning methods.

- It is practical, so it can be approached based on the experience of others, since in one way or another it will be able to achieve new purposes.

- It improves people's attitude and perspective, making them more proactive, among others.

From all these aspects, it is based that NLP promotes people's satisfaction with themselves, allowing autonomy and a powerful tool that allows them to face new challenges,

find strategies to overcome them and achieve them; therefore, this is a way to overcome oneself through a change of mentality.

2.4.1. *Impact of NLP on the Teaching-Learning Environment*

NLP offers significant potential for improving the teaching and learning process. Its techniques and strategies can be valuable to teachers in improving the educational environment in their classrooms. The success of classroom communication is closely related to student learning and achievement, with NLP being a crucial factor in this success. It helps teachers to teach, evaluate and assess their students effectively (Brown, 2001). Some of the features of the NLP approach include:

- NLP assumes the linkage between teacher and learner as a continuous and consistent interactive feedback-oriented relationship. This approach is not restricted to a single direction, but emphasizes the transmission and construction of meaning through shared and mutual understanding.

- Human beings act according to what they perceive as reality, not according to what is in fact reality. We all have differences and also unique ways of creating images of the environment in the mind. Images are created with the help of sensory data (information received through Effective Communication and Neurolinguistic Programming 220 five senses) and language. NLP investigates in depth how images of the real world are created within the mind. One of the main assumptions of NLP is that these internal images or representations are consistent and unique to each individual.

- Another important assumption of NLP is that an individual's language and behavior are greatly influenced and affected by internal representational structures.

2.4.2. *Benefits of NLP*

Users of Neuro Linguistic Programming (NLP) believe that these techniques help them create their reality. NLP allows them to discover tools that allow them to control their experiences, rather than perceiving them as events that happen to them. (Terán, 2020). Among the benefits of neurolinguistic programming are the following:

- Link to your goal, values, and motivation

- Establishing mental clarity

- Increased confidence in yourself

- Articulate productive and lasting relationships

- Well-being and financial independence

- Finding satisfying likes and dislikes

Neuro-linguistic programming techniques allow optimizing communication strategies with oneself and with others, which has a positive impact on personal development and quality of life. This effect is maintained over time, bringing benefits to the individual (Chango, 2016).

NLP training and coaching also provides benefits. Indeed, using NLP techniques in coaching sessions not only benefits clients or trainees, but also brings benefits to the business. Neuro-linguistic programming techniques help benefit coaches by:

- Increasing leadership skills: Based on the analysis of neurolinguistic, here are some tips on how to increase leadership skills.

- Consolidating resilience

- Assisting influence and teaching skills

- Develop emotional intelligence

- Stimulate flexibility of mind and behavior

- Optimize networking and relationships

NLP brings benefits not only to coaches, but also to counseling, therapy, professional and personal life. NLP training leads to different types of success and a much more fulfilling life.

2.5. Advantages of Neurolinguistic Programming

Neurolinguistic programming, like any other method, technique or approach, has advantages. Therefore, it is important to mention the benefits of NLP in the educational area, since it considers the student as the protagonist of the learning process, and therefore must be understood as a unit

2.5.1. Advantages

- Language is acquired through psychological characteristics, making neurolinguistic programming a natural way to acquire language. NLP focuses on the idea that learning is a natural process that is based on the psychological characteristics of the individual. This is important for L2 learning, because students need to learn the language in a way that is compatible with their way of thinking and learning.

- It emphasizes acquisition above learning. Acquisition is the process of learning, in this case a language such as English naturally, while learning is the process of learning it formally. NLP emphasizes acquisition over learning, believing it to be the most effective way to learn a new language, as well as speak it effectively.

- It promotes a good learning atmosphere. NLP emphasizes the importance of creating a positive and stimulating learning environment, which can be achieved through the use of techniques such as visualization, affirmation and modeling.

- Practical knowledge is valued more than theoretical. NLP focuses on developing practical skills that students can use in the real world. Which is important for the development of speaking or oral skills of a new language (English), since

students need to be able to express themselves effectively in that language in real situations.

- The necessity of creativity is dramatically emphasized. In NLP it is stated that creativity is essential for learning, because it allows students to find new ways of learning and expressing themselves correctly in L2.

- Students absorb the language unconsciously. NLP considers that students learn to speak a new language unconsciously, which is achieved through exposure to the language. Therefore, it is important for this study, since it seeks for students to improve their oral expression using NLP.

- Students enjoy themselves in NLP courses. NLP is based on experiential learning, which is a way of learning that is fun and engaging. That is why it is considered because it helps students to be more likely to participate in learning activities and in the development of their speaking ability, which is sought in this research.

- It provides a self-motivation and self-awareness technique. This leads them to greater success in learning a new language, as well as in improving their oral expression, this last point being what is sought in this study.

- A positive relationship between a teacher and pupils leads to success in a class. Hence, by establishing a positive relationship, feedback is generated that helps students develop their speaking skills, since they understand their weaknesses and strengths.

- It emphasizes the significance of personal growth. During the learning process, L2 learning, which involves the development of their ability to speak a new language, requires students to leave their comfort zone to face new challenges

and therefore achieve their goal of expressing themselves with greater clarity and coherence.

2.6. Learning Styles According to Neurolinguistic Programming

Four fundamental elements are involved in the communication mechanism: physiology (body), language (words), thoughts (focus of attention) and perceptions (or set of beliefs). Verbal and non-verbal communication reflects thoughts and feelings. Values and belief systems drive the actions of human beings. The way we communicate establishes the way we are perceived by the people we address (Masaya, 2017).

In order to effectively plan and apply educational content, the teacher must know the learning style of each child. Depending on the sensory information that predominates in each individual, learning styles are classified as visual, auditory and kinesthetic. In the classroom, the teacher can implement activities that include all three learning styles so that each student can understand, learn and participate (Masaya, 2017).

There are different ways of processing and learning new knowledge: visual, auditory and kinesthetic. Experience is the best way to deploy all the students' reception channels; when they learn a new topic, they can relate it to their own experiences. The different activities that the students carry out are related to each other, for example, to teach a reading, an image related to the topic can be used. Once the reading is done, the student connects it with the image in his or her mind and manages to understand the whole story.

2.6.1. Visual

Students with the visual system: some students learn more effectively through visual aids such as books, posters, slides, written examples on the board or reading texts, pictures and graphs. Teachers are advised to use written rather than oral instructions and to send students a visual summary of the lesson being taught in the classroom. This approach is consistent with the idea that visual learning can improve comprehension and retention in

certain individuals, making it a valuable strategy for educators to consider when conveying information to learners (Chango, 2016).

Students in which the visual learning style prevails tend to relate images through the sense of sight as the main resource, in other words, they visualize the information.

2.6.2. Auditory

Auditory students: some learners receive information best when it is presented orally by the teacher. These learners, known as auditory learners, effectively develop their learning by reading a text aloud, listening to an audio-recorded story, or participating in discussions. In addition, they benefit from repeating instructions received or performing oral assessments. As a didactic strategy, it is suggested that the teacher use sound resources such as audio books, storytelling or read-alouds to support the learning of these students.

Students capture and process information with the help of sound stimuli because it is easier for students to remember through music or noises and they associate this sonority with the information they want to remember.

In English language learning, these tools and techniques are very important to use in the classroom, these techniques help the student's attention and concentration in learning, so the brain is constantly activated and gets the information in a fun way (Parpiyeva & Jurayeva, 2023).

2.6.3. Kinesthetic

Students with kinesthetic learning style: Kinesthetic learners learn best through movement and practice. They require learning areas that allow them to perform movement, such as outdoor activities, hands-on laboratory classes, play activities, group dynamics, imitation, songs and poetry. These students assimilate foreign language material best when they use it in role-playing games, games with words written on cards, and repeatedly participate in interactive activities. Their ability to visualize words by sight is critical to their

academic success and can be trained through activities that encourage interaction and movement in learning (Jahan et al., 2022).

2.7.   Neurolinguistic Programming Techniques

According to Krylova (2022), "NLP techniques in education are based on communication, and their main objective is to motivate students to learn". Some of these techniques help in the teaching-learning process of the English language.

Neurolinguistic Programming seeks that both the student and the teacher can exchange information efficiently.

Among the most used NLP techniques we have:

2.7.1. *Building Rapport Technique*

The building rapport technique is based on the interrelationship of people with others who share their holistic context, through the search for communicative assertiveness and the epistemological approach to communication, consensus (Delbio & Ilankumaran, 2018). For this reason, it is considered a great contribution within the educational environment, since it promotes adequate communication between the two fundamental actors in the pedagogical process, that is to say, in teaching and learning.

So this technique can be implemented in the following way:

Awareness: involves introducing students to the importance of establishing positive connections between themselves and the teacher and showing them how this contributes to a favorable learning environment. So it can generate a debate around this, where experiences are shared that demonstrate the benefits of assertive communication and inquiry into common teacher-student interests.

Promotion of communication: it is to encourage interaction between students, creating spaces to share ideas, opinions and experiences. Team activities can be carried out where effective communication and active listening are promoted.

Identification of particularities and common interests: this technique focuses on motivating students to know themselves better, to discover their particularities, their strengths and weaknesses, as well as to find common interests with their classmates. This can be done through dynamic collaborative projects that allow the similarities and differences between them to be explored.

Establish a positive learning environment: in this technique, clear rules of coexistence must be established and empathy among students must be promoted, with the aim of creating a welcoming and respectful environment, where trust and mutual support are fostered.

Teacher-student relationship: this is where the teacher must be open to listening to his students, as well as showing interest in their concerns and needs, and adapt his teaching according to the particularities of each student. This helps to strengthen the relationship and generate a climate of trust that facilitates learning.

Evaluation and feedback: consists of periodically monitoring and evaluating the implementation of this technique in the classroom. Where feedback is generated between parties, and with the teacher, in this way better results are achieved.

For this reason, the rationale is based on which it is determined that this tool allows an adequate interlocution between teachers and students, favoring the spontaneity and motivation that should be present in educational environments, and thus, strengthening the learning of students (Siddiqui, 2018). From this, speaking skills are strengthened, allowing for an increasingly better outlook on English language proficiency.

In the case of teachers, the building rapport technique leads to greater personal satisfaction by promoting English language proficiency in students, since, based on better communication with their students, it motivates them and prepares them to acquire new knowledge.

The opportune moment for rapport creation in a group of students is a speaking practice on the topic "Person and Personalities". In RSUTS this topic is the first one in terms of the educational program of foreign language teaching. This topic creates the applicable conditions for the students to take a more careful look at each other. It comes naturally during the introduction of new vocabulary and it is forthputting. For better person description it is essential to implement a "simulate the behavior" exercise, where the student has to copy the facial movements and gestures of an opponent.

It is also possible to create both individual and group rapport in terms of other topics of speaking in practical classes. When an educator consciously analyses the emotional state of the group, it is commonsensical to adjust to it, and then by defining the leader of the group, create an individual pattern with him. It may cause the implicit union between the educator and the group, as it is enough for one member (usually it is a leader) to change his posture or behavior and the others will follow.

Rapport is the perception of ease that occurs when people interact with others with whom they feel comfortable, and is essential for meaningful communication to occur. Rapport is most feasible when like-minded individuals interact. In classrooms, get-to-know-you activities and ongoing negotiation between teacher and students stimulate rapport, while communication activities and teamwork build rapport (Barrera, 2015).

2.7.2. Metaphors Technique

The use of Metaphors in NLP is very useful because it helps develop creativity and imagination by creating ideas and relating them to daily life. Learning can take place through the use of short stories or tales that transmit teaching stories that support moral teaching to be applied in daily life. This occurs because the metaphor illustrates concretely a simple idea, exemplifying them with situations of daily life. and relating them to one's own experiences. and relating them to one's own experiences (Ge et al., 2023).

Neurolinguistic Programming uses the advantages of metaphors to convey deep ideas and thoughts to transmit ideas and deep thoughts so that the students and in general any individual can and in general any individual to interpret them for their benefit, making use of their mental programs, changing the way they think and act to create a new attitude and even changing new attitude and even modify the mood.

NLP uses metaphors because of their versatility in bringing positive messages that help to condition people's minds. In the case of education, the use of metaphors can be applied because through the use of metaphors it is quite easy and fun to explain a certain situation.

Neurolinguistic Programming is in itself an attitude of achievement that is obtained by educating the brain to break down emotional barriers and obstacles, this technique makes use of metaphors as a mechanism of momentum towards a better attitude. At the moment of applying this technique to the students, the pertinent adjustments should be made to promote and stimulate the attention of the students, for example adapting the stories to their lives and relating the possible problems.

Metaphor interacts with both cerebral hemispheres, activates cogitation and memory, and engages the deep psychological structures. Metaphors are quintessentially aspiring to overcome any deliberate blocks and resistance, penetrating the subconscious level. Any metaphor arouses the ability of the mind to make its conclusions, therefore each person has his understanding of the metaphor because the subconscious seeks for the meaning, which matches individual needs and experience.

The usage of the metaphor technique grants the opportunity to make the psycho-emotional connection between the educator and the student. The educator can share his experience via moderate off-top. It foremost aims to increase the level of engagement of the students in the process of language learning. Moreover, the derogation from the strict

conduct of the class let the students achieve comfortable and relaxed condition, which advantages knowledge acquisition. Metaphors may be premade by the educator, as well as it may be improvised.

It seems appropriate to use the metaphor technique at the beginning of the class to activate the intellectual and associative processes. It may also be used in any part of the class, according to the situation on the ground. Therefore, the educator may arouse the connection between the metaphor and an auditory anchor. The educator may put in remembrance a specific metaphor to recall the student's connected linguistic structures.

2.7.3. *Storytelling Technique*

Storytelling refers to the use of oral language in a social context to relate something heard, read, observed or experienced. It can also refer to the oral interpretation of traditional, literary or personal experiences. Oral storytelling is an ancient way of transmitting knowledge, values and traditions, and is rooted in the oral tradition and collective memory of a community. It is a way of preserving the culture and history of a people or region, and is generally told in an informal setting, such as at social or family gatherings (Ushakova et al., 2022).

Storytelling is a technique widely used in second language teaching and learning processes to stimulate a more creative interaction between the storyteller and the listener. It is important to keep in mind that the main objectives of storytelling include: communication about people, ideas and feelings, which aims to develop expression and comprehension skills in the foreign language. (Ushakova et al., 2022).

Storytelling in the field of English as a second language teaching has many benefits because of the freedom it offers the storyteller in terms of language and movement, which adds a personal component to the storytelling. In working with children, this type of resource has proven to be highly effective because of the children's fertile imagination and the

opportunity to communicate their imaginative experiences with their peers. This approach has been highlighted as an effective method in English as a foreign language classroom, as it stimulates active participation in language, builds vocabulary, and encourages the creation of mental images, all key elements of successful storytelling (Siavichay y Guamán, 2022)

Storytelling is an element that goes a long way in stimulating the imagination, an essential stage in the development of higher-level thinking skills. Storytelling provides the subject with the opportunity to propagate their listening comprehension skills by exposing them to a variety of stories. Teaching children to become successful storytellers is one of the fundamental purposes of teaching English as a second language. This approach not only fosters the development of communication skills, but also builds students' confidence as effective storytellers and communicators, promotes creativity, self-expression, and an emotional connection to the language and culture being learned (Iruri y Villafuerte, 2022).

Storytelling can be achieved:

- Catharsis

- Understand the plot

- Develop expressive and receptive language

- Aesthetic enjoyment.

2.7.4. Anchoring Technique

Anchoring, according to Delbio & Ilankumaran (2018) is:

the practical approach and psychological method. In this approach, the teacher gives some input and tries to bring out the internal idea of the students. The teacher may ask some questions to bring some creative answer from the pupil. This method supports in decreasing stress, fear and anxiety and brings the inner feeling and solves the problems (p. 628).

Consequently, this technique is effective in the teaching-learning process, as it acts as a highly effective resource for understanding the emotional and sensory aspects of students. Teachers can make use of anchoring through words, topics, figures or objects to recall positive memories, which facilitates connection with students and allows for follow-up through conversations. This strategy reduces tension, fear and anxiety, and at the same time restores inner feelings and resolve difficulties, thus promoting a favorable environment for learning (Benavides, 2023) . Therefore, Siddiqui (2018) expresses that anchoring facilitates learners to develop a good attitude towards learning to cope with their struggles by enabling them to associate positive emotional states with specific learning situations

In brief, anchoring in target language learning allows learners to form a meaningful connection between the teacher's inputs (topics, materials, resources) and their creativity, which offers them the opportunity to formulate their opinions, ideas and insights more effectively. This technique allows them to link the learning content with their own experiences and emotions, which favors greater engagement and active participation in the educational process. By creating this link, learners feel more confident and secure when engaging in conversations in the target language, which fosters an environment conducive to learning and effective communication.

The use of this technique should determine the emotional state we wish to be in when we use the Anchoring Technique. The most logical is to be in a state of peace, tranquility and well-being, or a state of joy and euphoria. We tend to move from the negative to the positive. We must concentrate on what we want, not on what we don't want. For example, it would be a mistake to think "I don't want to be nervous" because the brain doesn't recognize the negation and sticks with the word nervous. We have to put aside the denials and concentrate on what we want. It is very difficult for the human brain to create negative images. It is easier to create images of calm and happiness. Therefore, we need to create a

positive or affirmative image of what we want as clearly and in as much detail as possible, to have a better visualization.

2.7.5. Mirroring Technique

The mirroring technique can be used in the classroom to optimize communication. To build rapport among students, posture, pouting, facial expressions, breathing patterns, weight shifts and paralanguage can be mirrored. These patterns optimize verbal and nonverbal communication among class members, increase motivation, and improve expression and presentation skills as a result of modeling the language and behavior of expert speakers. Hence, students can improve their academic performance by imitating and modeling the study habits of their classmates with better grades in the class (Siddiqui, 2018).

Using the reflex technique, one subject actually transforms into another. This posture is duplicated by crossing the left arm over the right if another person crosses his arms with the right arm crossing the left. It is equivalent to looking in a mirror and the physiology is a replica of the one who is looking. It is a natural process to help bring things into a state of harmony, creating a wonderful rapport.

As the authors point out, the mirroring technique is based primarily on a person's facial expressions, gestures, postures and paralanguage, which are then used to generate a relationship between students. The benefit of these patterns is evidenced in the improvement and development of verbal and non-verbal communication skills.

The expertise in mirroring opens up the possibility for the educator not only to increase the effectiveness of communication with the students, but also to control the emotional condition of the group, and adjust it to the needed one (e.g., the psychological arrangement of the speaking discussion activity, or analytical activity in terms of new speech patterns comprehension). To reach this goal it is needed to create a rapport, adjust to the

emotional condition of the student, accept this condition and then change the inner condition to preferred.

2.7.6. Modeling Technique

Modeling is a technique that allows the learner to take someone as a model to imitate his or her behavior. Through this technique, learners can observe and replicate the speech, accent, intonation and even some facial gestures of a role model. This technique is especially useful in language learning, as it provides learners with concrete, practical examples of how to use language correctly. By imitating a role model, learners can improve their pronunciation, fluency and listening comprehension, which greatly enhances their linguistic and communicative development (Rexhepi, 2021) in this sense, based on the study I carried out, Rayati (2021) points out that this aspect is very significant, and that it was demonstrated that the participants (English teachers), by using modeling, contributed to the students' appreciable improvement in their oral expression and also in their lexico.

Likewise, Siddiqui (2018) expressed that technique modeling does not only involve imitating intonation or manner of speaking, but also includes gestures and expressions. Consequently, students are immersed in a natural English environment, in which they integrate these aspects into the way they speak with peers or work groups or conversations with the teacher on a routine basis.

In general, this technique allows students to take a role model and imitate his or her way of speaking, accent, intonation and even certain facial expressions, thus having the opportunity to acquire the target language in a natural way, increasing their oral expression capacity and, what is more significant, increasing their vocabulary to use it both with their classmates and teachers, at school, or outside of school with their family or friends. Modeling is an effective resource for language development, as it allows students to internalize linguistic patterns and optimize their fluency in the language.

2.7.7. Perceptual Positioning Technique

This technique refers to the ability to see things from another person's point of view. One suggestion for using it in the classroom is for the teacher to ask two students with different opinions to switch seats. This exercise encourages active participation and physical movement. All of this helps to create a much deeper shift in thinking than simply asking them to see the other person's perspective.

Perceptual positioning" is an exercise with roots in NLP and an amazing way to build up four things:

First: self-awareness and a better understanding of our perception of the world.

Second: empathy and better understanding for others.

Third: strengthen the objective view on the situation.

Fourth: discover new (cognitive) perspectives and insights into any situation or relationship.

Three basic perceptual positioning

In the **first position**, you are looking at the world through your own eyes, you are processing it through your own "map of the world", through your values, beliefs, and emotions, and your own needs and feelings are at the center of your thinking. The first position is your direct experience of the situation.

The **second position** is that of empathy: it means placing oneself in the position of the other person and observing the world according to his or her needs, desires, emotions and perceptions, that is, according to his or her "map of the world". It is also a direct experience of a situation, but from the position of another person.

The **third position** is that of the neutral observer: it is about noticing that there are other people involved, but observing everything that happens from a neutral position,

without getting emotionally involved and without complicating our own (or other people's) needs.

In the third position, you see and listen to yourself and others as from the stage of a theater. In that position it is possible to maintain distance and clarity, and also a better understanding of the relationship that is taking place between the subjects involved.

This third position is beneficial when one wants to set aside emotionally charged experiences in order to have an objective perspective. It is also useful to step back and better understand situations, as well as to observe and listen to the big picture. It is a distanced position, in which the situation is experienced indirectly.

The flexibility to alternate between these three positions (and among others), to assume our perspective for a moment, but also to see the perspective of others involved in the situation. The position of a neutral observer allows us to understand each situation much better and to be more flexible in our behavior.

2.7.8. *Creating Positive States and Anchoring Techniques*

This technique is about motivation and maintaining positive attitudes towards learning. In NLP, a positive state is generated by a mental image shaped by the process of achieving something mentally or physically, and this state is strongly anchored through a gesture, expression or body movement that is repeated to preserve or remember the state. Guided imagery can be used to create the state and choose a movement or sound to symbolize it. Some teachers, usually unconsciously, opt for different positions in the classroom to perform certain tasks, such as giving instructions, teaching grammar, or telling a story. In ELT, a type of anchoring is used whereby students automatically know what is going to happen next in a lesson, and are prepared for it.

2.7.9 Maintaining Flow Technique

NLP articulates perfectly with the Flow Technique, as explained by Naranjo et al. (2023) the idea that learning flows like water and that learning is most effective when it is generated without interruptions. In classroom scheduling, fluency is achieved when there is a balance between skill development and new challenges, clear task purposes and the need for concentration. Learning is successful when students feel in control of what happens in the classroom, do not feel self-conscious, and receive positive feedback from peers and the teacher. In good classes, time seems to fly.

Here we see clear messages regarding the balance of activities, motivation, how errors are dealt with, the encouragement of confidence, learner development and autonomy. Competitive and collaborative games, jokes, songs and anecdotes, personalization and well-constituted activities on information failures contribute to maintaining the flow of information. s, confidence building, learner training and autonomy. Competitive and collaborative games, jokes, songs and anecdotes, personalization and well-structured information gap activities all help to maintain flow (Hernández, 2021).

2.8. Speaking Skill

Speaking skill is undoubtedly a cornerstone of language education, with profound implications for academic success and real-world communication. This holds particularly true for second-year Bachelor students at the "Eloy Alfaro" Educational Unit "Del Milenio," where the mastery of speaking skills is pivotal for their educational journey. In this comprehensive exploration of the subject, we delve into the world of Neuro-Linguistic Programming (NLP) techniques and their application to empower these students with exceptional speaking abilities.

Effective communication, as underscored in the previous section, is the lifeblood of language learning. Speaking skills, in particular, are not a mere linguistic proficiency but a

direct portal to active participation in academic and social contexts. Brown (2001) accentuates the significance of robust speaking skills for engaging in classroom discussions, delivering presentations, and participating in group activities. These skills are not just essential for academic success; they are equally vital for navigating the complexities of everyday interactions.

Despite the paramount importance of speaking skills, students often face formidable challenges on their path to becoming proficient speakers. The hurdles they encounter are diverse and can manifest as anxiety and nervousness when confronted with public speaking, which can significantly impede their ability to express themselves confidently and fluently. Additionally, the nuances of correct pronunciation and intonation are critical components of effective communication. Students may find their confidence wavering if they struggle with these elements (Celona, 2018).

In this context, the emergence of Neuro-Linguistic Programming (NLP) as a powerful tool for addressing these challenges and nurturing speaking skills stands out as a promising solution. NLP techniques are uniquely designed to target the emotional barriers that often obstruct the progress of language learners. By honing in on and surmounting emotional obstacles like anxiety and a lack of confidence, NLP helps learners feel more at ease in speaking situations. This, in itself, is a monumental stride toward effective communication.

Furthermore, NLP brings to the table the invaluable concepts of modeling and positive reinforcement. These facets play a pivotal role in assisting students in developing effective speech patterns and, more importantly, in building confidence in their speaking abilities. The personalized approach intrinsic to NLP resonates with the diverse needs of individual learners, thereby acting as a catalyst in accelerating their progress in the development of speaking skills (Hussain, 2017).

As we embark on this journey to unravel the potential of NLP in enhancing speaking skills, we must recognize its transformative capacity in the context of language education. The exploration of NLP as a tool to foster speaking proficiency is not only a step forward in addressing the challenges faced by students but also a testament to the dynamism and adaptability of contemporary language learning methodologies. The future is undeniably bright for those who embrace the power of NLP in their quest for confident and effective communication.

One of the remarkable aspects of incorporating NLP into the enhancement of speaking skills is its adaptability to various learning environments and learner profiles. Whether students are introverted or extroverted, possess different learning preferences, or come from diverse cultural backgrounds, NLP can be tailored to suit their unique needs. This flexibility allows educators to design teaching methods that cater to the specific challenges and strengths of each student, ensuring a more inclusive and effective learning experience.

Furthermore, as technology continues to advance, the integration of NLP with modern educational tools and platforms holds great promise. Language learning apps, virtual classrooms, and online tutorials can leverage NLP techniques to provide real-time feedback and personalized guidance to learners. This not only enhances the convenience of language education but also allows students to receive instant support and encouragement, fostering a more independent and self-directed approach to developing their speaking skills. In an increasingly interconnected world, where effective communication knows no borders, NLP stands as a beacon of hope for learners striving to master the art of spoken language.

Chapter III

Methodology

3.1.   Unit of Analysis

The unit of analysis for this research is individual students enrolled in the Second of Bachelor "A" class in the "Eloy Alfaro" Educative Unit "Del Milenio." Therefore, we seek to evaluate the level of oral expression of the students considering both the scores on the oral expression tests and their attitudes, confidence levels and communicative interactions during the L2 learning process. Based on this evaluation, an intervention strategy was designed based on NLP techniques that not only improved exam scores, but also fostered positive attitudes, increased confidence, and improved communicative interactions. Finally, the designed strategy was implemented and evaluated, considering the results of the oral expression tests, in addition to the other aspects previously mentioned, in this way a complete diagnosis was obtained and the effects of NLP were measured. Therefore, the following questions arise.

- What Neurolinguistic Programming Techniques have been applied in similar environments to develop speaking ability?

- What is the level of oral expression of the Second Degree "A" students to obtain a qualitative and quantitative diagnosis?

- What will the design of a blog be like with Neurolinguistic Programming Techniques to improve oral skills?

3.1.1. *Specific Objectives*

- To analyze the Techniques of Neurolinguistic Programming that have been applied in similar settings to develop the speaking skill.

- To assess the level of the speaking skill of students of Second of Bachelor "A" to get a qualitative and quantitative diagnosis.

- To design a blog with Neurolinguistic Programming Techniques to improve speaking skills.

3.2. Methods

3.2.1. Qualitative Method

Because of the mixed approach, two approaches are integrated, so it is important to define each of them. Qualitative methods, according to Martínez-Miguélez (2017), "Is knowledge as a result of the interaction of a dialectic between knower and known object" (p. 25). Therefore, it is based on dialogic as the origin to achieve the inquiry that is demanded in the exploration, which is formed between the researcher and those investigated.

Therefore, the qualitative and quantitative research made it possible to answer the questions, since a survey, Observation Guide were applied to the students of Second of Bachelor "A" to know the level of oral expression of the Second Degree "A" students, and to the students to obtain from their perspectives their own skill level and their opinions about their knowledge construction process for the development of this linguistic skill. In addition to direct observation of students, which allows us to capture speaking skills, attitudes towards their learning, teacher-student interactions, and the application of NLP techniques.

3.2.2. Quantitative Method

The quantitative method, according to Arias (2017), is the quantification of each of the data that is obtained when applying the techniques and instruments that belong to this method, such as the survey and its instrument, the questionnaire. In this way, it is the opposite of the qualitative approach, because it is exclusively objective, the instruments are answered without the need to argue the answers, where it is only limited to delivering the questions to the respondents, which are answered, in their entirety.

It was used because through this method, data was obtained, which was then quantified and interpreted from objectivity, which generated responses which produced a

deep analysis that led to the understanding of the problem and even allowed us to verify the effectiveness of the blog with Techniques. of Neurolinguistic Programming in improving the ability to speak in the experimental group. Therefore, frequency and percentage tables were needed that helped to carry out the corresponding analysis.

3.3.   Research Approach

The research was developed under a mixed approach, the authors Hernández-Sampieri and Mendoza (2018); they point out that it consists of integrating quantitative and qualitative research. Therefore, it is the conjunction or integration of two approaches, where the researcher uses the techniques and instruments of both, with the purpose of expanding his vision, from the objective and subjective perspective, of the topic was investigated.

A mixed approach was considered for this research, since the information collected required methods that allowed describing and quantifying the data for the respective analyses. In this way, it was possible to determine which Neurolinguistic Programming Techniques have been applied in environments similar to this study to develop the ability to speak in L2, as well as the level of oral expression of Second Course "A" students, to design a blog with Neurolinguistic Programming Techniques to improve speaking skills.

This study employs a mixed-methods approach. The rationale for this is to blend the objectivity of empirical measures with the depth of understanding that interpretive research provides. It ensures triangulation, thereby enhancing the reliability and validity of the research outcomes.

3.4.   Types of Research

The research is:

Applied Research: Because it aims to directly improve pedagogical techniques for English language learning in a specific context.

Exploratory Research: To investigate the suitability and effectiveness of Neurolinguistic Programming techniques in an educational context where this approach hasn't been widely studied.

3.5. Research Design

Design of the investigation

This research is focused to determine appropriate Neurolinguistic Programming Techniques to improve the speaking skills of students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio", during the academic year 2023-2024 in Alausi City – Chimborazo Province. Therefore, it integrates a qualitative and quantitative study based on pre- and post-test results and qualitative data points such as a survey, a rubric and observations to improve the oral skill by using Neurolinguistic Programming Techniques.

3.6. Population and Sample

The total population comprises 437 students of the "Unidad Educativa del Milenio Eloy Alfaro". However, taking into account that the participants had to be only from the second year of high school, using a purposive sampling or intact group. The selected participants were 1 teacher and 20 students of the second year of high school "A" of the Alausí canton, province of Chimborazo, corresponding to the second year of high school of the 2023-2024 school year. This course is made up of 20 male and female students and their ages are 16, 17 and 18 years old.

3.7. Research Techniques and Instruments

The techniques were the following:

Survey: it is aimed at a specific population of the study, and allows obtaining quantitative data, where questions are need to be answered by choosing in a single alternative (Bernal, 2017). Therefore, it was used to collect information about the object of study through the students' opinions.

Observation guide: It consists of data collection in which a researcher systematically and objectively observes and records the behavior, events or phenomena of interest without directly intervening in them (Arias, 2017). It is used to obtain information about what is happening in an environment with NLP techniques, as well as the level of English-speaking skill of the students and their attitude towards the subject.

3.7.1. *Instruments*

Observation guide: This instrument was applied to fulfill the specific objective of analyzing the Neurolinguistic Programming Techniques that have been applied in similar environments to develop the capacity of oral expression, the observation guide was applied, which allowed determining the results through the verification of these techniques directly in the real context.

The observation guide consists of 10 questions and was applied to the 20 students selected from the sample for data collection. The intention of applying this instrument is to record the intervention of the students regarding the mastery of speech skills.

Pre- and post-assessment questionnaire: This instrument was applied to fulfill the second objective, which sought to evaluate the level of oral competence of the students in the second year of high school "A". It is important to mention that the collection of information was done before the application of the proposal and after it to determine the improvement achieved in speaking skills through the blog.

Survey using the Questionnaire: The Likert scale surveys contributed to the objective of designing a blog with neurolinguistic programming techniques to improve oral expression, which was also based on the other instruments, since all the results provide decisive information to create the strategy to improve the students' speaking skills. The survey was also administered to the twenty students in order to establish their perspective on the importance of learning English as a foreign language.

Finally, it is important to emphasize that all the instruments were validated under the expert judgment technique; for this it was necessary to take into consideration the criteria of professionals with a master's degree in the area of the subject of study, who are part of the University of Chimborazo. In this case we had the support of Mgs. Tatiana Elizabeth Martínez Zapata and Mgs. Marco Antonio Aquino Rojas.

Despite the fact that only 3 techniques were applied due to the short time, positive results were obtained that improved the students' neurolinguistic level.

3.7.2. *Techniques for Information Processing*

Quantitative data: These were analyzed with the help of the statistical package SPSS, which facilitated the descriptive statistics that allowed to denote the improvement of the neurolinguistic level of the students.

Qualitative data: Subjected to content analysis. Transcripts of survey notes and observation were coded using NVivo software to identify recurring themes and patterns.

Chapter IV

Results and Discussion

The data from the current study underwent analysis using the Statistical Program SPSS Statistics, employing descriptive statistics. The research involved administering both a pretest and a posttest to a cohort of 20 students during their English class. Each assessment, conducted before and after the instructional intervention, comprised three segments, all focusing on evaluating students' speaking skills in English. Assessment criteria included Pronunciation, Fluency, Vocabulary Usage, Grammatical Accuracy, and Communication, each segment carrying a maximum score of 4 points. Therefore, the combined score for all segments in both the pretest and posttest amounted to 60 points. Subsequently, individual components of each test were scrutinized to ascertain average scores and individual trends across evaluation parameters. Descriptive statistical results, along with graphs and processed data, are presented below for detailed analysis.

4.1.　Results and Discussion

To achieve the first objective, analyze the neurolinguistic programming techniques that have been applied in similar environments to develop speech ability; The researcher collected information in relevant books and 44 specialized articles on the topic. The absolute literature review provided an in-depth understanding of the various techniques used in Neurolinguistic Programming (NLP) to improve oral ability in educational contexts. Additionally, previous studies highlighting the effectiveness of certain strategies in teaching and learning speech were examined. This research allowed us to develop the necessary instruments to collect information and design the proposal, with the result of selecting the most appropriate techniques to be applied in the specific context of the Second-Degree students of the "A" Bachelor's Degree at the "Unidad Educativa del Milenio Eloy Alfaro".

Table 3.

Results of the initial observation guide

N°	Indicators	Yes	No	Sometimes	Observation
	Students				
1	Students communicate appropriately.	6%	12%	23%	
2	Students have fluency in speaking skill	4%	21%	12%	
3	Students use appropriate vocabulary to express ideas.	4%	21%	11%	
4	Students use the correct rules in speaking skills.	7%	15%	14%	
5	Students show confidence to speak.	5%	17%	17%	
6	They feel motivated and excited in oral expression activities.	21%	3%		
8	Students feel comfortable with NLP techniques.	22%	2%		
9	Students participate in oral expression activities.	8%	9%	23%	
10	Students try to pronounce in right way in order to improve the speaking skill.	23%			
	TOTAL	48	32	20	

Note: This table is based on student responses using a scale of yes (Yes), no (No), or sometimes (Sometimes). The indicators in the table correspond to the qualitative evaluation of the oral expression skills of the students of Second Secondary "A" of the "Unidad Educativa del Milenio Eloy Alfaro". The values presented are the count of student responses for each indicator. Prepared by: Asqui, P. (2023).

Qualitative Analysis: Observation reveals that the majority of students have appropriate communication skills, which suggests a positive initial level in this aspect. This

finding is supported by the fluency in speaking skills that most students exhibit, indicating the ability to express themselves continuously and effectively. In addition, the good use of vocabulary by students when expressing their ideas stands out, evidencing an adequate linguistic repertoire for oral communication.

Regarding the application of grammatical and linguistic rules, it is observed that the majority of students demonstrate correct knowledge and application, reflecting adequate management of linguistic rules. Confidence when speaking is another positive aspect, since the majority of students show confidence when expressing themselves verbally, indicating an environment conducive to communication.

However, it is observed that motivation and enthusiasm in speaking activities are variable, with some students showing these characteristics intermittently. This finding suggests the need to further explore the causes of this variability and design specific strategies to encourage enthusiastic participation in all speaking-related activities.

It is talented to observe that students are comfortable with NLP techniques, indicating a positive reception of these methodologies in the educational environment. Furthermore, active participation in speaking activities and conscious effort to pronounce correctly signal a commitment on the part of students to improve their oral skills.

Concerning the second objective, to assess the level of the speaking skills of students to get the quantitative and qualitative diagnosis of students, a pre and post-test was applied. The pre-test served as a baseline assessment to gauge the initial proficiency of the students in various aspects of oral expression. Following the implementation of the Progradation Neurolinguistic (PNL) techniques, a post-test was administered to measure any improvements or changes in their speaking abilities. These tests were designed to capture both quantitative data, such as accuracy and fluency, as well as qualitative insights into

factors like confidence, clarity of expression, and engagement during oral communication activities.

Table 4.

Results of the final observation guide

N°	Indicators				
	Students activities	Excellent	Good	Average	Poor
1	Role play.	11%	7%	9%	
2	oral expression activities.	9%	10%	9%	
3	Questions Q&A.	8%	21%	18%	
4	use vocabulary a short peer conversation.	9%	14%	18%	
5	use of grammar rules.	10%	14%		
6	Story Writing rally to their peers.	8%	14%	28%	
7	parts of speech	10%	7%	18%	
8	accent, intonation, and even some facial gestures.	11%	7%		
9	motivated and excited in oral expression activities.	12%	3%		
10	Students maintain positive attitudes in oral expression activities.	12%	3%		
	TOTAL	80%	14%	6%	0%

Note: This table evaluates the oral expression skills of the Second High School "A" students of the "Unidad Educativa del Milenio Eloy Alfaro". Indicators include participation in activities such as role-playing, answering questions, using vocabulary and grammatical rules, telling personal stories, imitating speech patterns and facial gestures.: Prepared by: Asqui, P. (2023).

Qualitative Analysis: The results show that the second-year students of the "A" degree at the "Unidad Educativa del Milenio Eloy Alfaro" have a varied performance in activities related to oral ability. In general, a significant level of competence is observed in

different areas evaluated. For example, the majority of students show outstanding skills in activities such as the use of accent, intonation and even facial gestures, where 40% reach the excellent level. Additionally, a substantial number of students demonstrate motivation and enthusiasm during speaking activities, with 20% rated excellent in this regard.

On the other hand, although the results are mostly positive, areas for improvement are also identified. For example, while the majority of students show good mastery in using vocabulary in short conversations and maintaining positive attitudes during speaking activities, a small percentage show average performance in these areas. These results suggest that there is a solid foundation on which to build and improve students' oral skills. Identifying specific areas where additional attention is needed will allow the design of effective strategies to improve the oral skills of second-year "A" students.

Test Objectives: To test students' oral interaction through simple present tense with daily routines and apply vocabulary in oral presentation preparing a fruit salad and a cake in groups of three students.

Pretest results

Table 5 *Pretest part 1 (role play)*

Note: This table contains the evaluation criteria and is based on a scoring scale ranging from "Excellent" (4) to "Not evident" (0). The numerical values indicated represent the average

Evaluation Criteria	Excellent (4)	Proficient (3)	Competent (2)	Limited (1)	Not Evident (0)
Pronunciation			1,8		
Fluency			1,95		
Vocabulary Usage		2			
Grammatical Accuracy			1,70		
Communication			1,80		
TOTAL	/ 20				

score obtained in each specific criterion during the evaluation. Prepared by: Asqui, P. (2023).

Table 6 *Pretest part 2 (Oral presentation)*

Note: This table contains the evaluation criteria based on a scoring scale ranging from "Excellent" (4) to "Not evident" (0). The numerical values indicated represent the average score obtained in each specific criterion during the evaluation. Prepared by: Asqui, P. (2023).

Evaluation Criteria	Excellent (4)	Proficient (3)	Competent (2)	Limited (1)	Not Evident (0)
Pronunciation			2		
Fluency		2,10			
Vocabulary Usage			2		
Grammatical Accuracy			1,30		
Communication			1,60		
TOTAL	/ 20				

Table 7 *Pretest part 3 (Teacher asks questions to students)*

Evaluation Criteria	Excellent (4)	Proficient (3)	Competent (2)	Limited (1)	Not Evident (0)
Pronunciation			2		
Fluency		2,30			
Vocabulary Usage			1,90		
Grammatical Accuracy			1,50		
Communication			1,20		
TOTAL	/ 20				

Note: This table contains the evaluation criteria are based on a scoring scale ranging from "Excellent" (4) to "Not Obvious" (0). The numerical values indicated represent the average score obtained in each specific criterion during the evaluation. Prepared by: Asqui, P. (2023).

Table 8 *PRETEST PART 4 (ORAL PRESENTATION)*

Evaluation Criteria	Excellent (4)	Proficient (3)	Competent (2)	Limited (1)	Not Evident (0)
Pronunciation		2,20			
Fluency			1,80		
Vocabulary Usag			2		
Grammatical Accuracy			1,70		
Communication			2		
TOTAL	/ 20				

Note: This table contains the evaluation criteria are based on a scoring scale ranging from "Excellent" (4) to "Not Obvious" (0). The numerical values indicated represent the average score obtained in each specific criterion during the evaluation. Prepared by: Asqui, P. (2023).

Qualitative analysis: Pretest results from four different parts of the assessment provide information about students' initial oral skills prior to the implementation of any intervention.

In table 5, which evaluates role play, students obtained an average score ranging between 1.8 and 1.95 out of 4 on different evaluation criteria. In particular, fluency received the highest score, indicating a moderate level of proficiency, while grammatical accuracy and pronunciation were slightly lower.

Turning to table 6, when evaluating the oral presentations, students demonstrated slightly higher proficiency compared to the role-play, with average scores ranging from 1.30 to 2.10. Pronunciation and fluency received relatively higher scores, indicating better performance in these areas compared to vocabulary use and grammatical accuracy.

Table 7, which focuses on the teacher-led question and answer sessions, indicates different levels of proficiency according to the criteria. Fluency received the highest mean score of 2.30, suggesting a relatively strong ability to maintain fluent, uninterrupted speech. However, communication and grammatical accuracy received lower scores, indicating areas for improvement.

Finally, in table 8, when evaluating another round of oral presentations, students achieved relatively balanced scores on different criteria, with pronunciation and communication having the highest average scores. However, grammatical fluency and accuracy showed slightly lower scores, suggesting areas that may require attention.

Given the above, the pre-test results highlight the various strengths and weaknesses in the students' oral skills, providing valuable baseline data to measure the effectiveness of any subsequent intervention or training program. Posttest Results

Posttest Results

Table 9 *POSTTEST PART 1*

Evaluation Criteria	Excellent (4)	Proficient (3)	Competent (2)	Limited (1)	Not Evident (0)
Pronunciation	3,85				
Fluency	3,40				
Vocabulary Usage	3,37				
Grammatical Accuracy	3,50				
Communication	3,70				
TOTAL	/ 20				

Note: Evaluation criteria based on a scoring scale ranging from "Excellent" (4) to "Not Obvious" (0). The numerical values indicated represent the average score obtained in each specific criterion during the evaluation. Prepared by: Asqui, P. (2023).

Table 10 *Posttest Part 2*
Note: Evaluation criteria based on a scoring scale ranging from "Excellent" (4) to "Not Obvious" (0). The numerical values indicated represent the average score obtained in each

Evaluation Criteria	Excellent (4)	Proficient (3)	Competent (2)	Limited (1)	Not Evident (0)
Pronunciation	3,85				
Fluency	3,40				
Vocabulary Usage	3,37				
Grammatical	3,50				
Accuracy	2,18				
Communication	3,70				
TOTAL	/ 20				

specific criterion during the evaluation. Prepared by: Asqui, P. (2023).

Table 11 *Posttest Part 3*

Note: Evaluation criteria based on a scoring scale ranging from "Excellent" (4) to "Not Obvious" (0). The numerical values indicated represent the average score obtained in each

Evaluation Criteria	Excellent (4)	Proficient (3)	Competent (2)	Limited (1)	Not Evident (0)
Pronunciation	3,60				
Fluency	3,30				
Vocabulary Usage	3,50				
Grammatical Accuracy	3,50				
Communication	3,50				
TOTAL	/ 20				

specific criterion during the evaluation. Prepared by: Asqui, P. (2023).

TABLE 12 POSTTEST PART 4

Note: Evaluation criteria based on a scoring scale ranging from "Excellent" (4) to "Not Obvious" (0). The numerical values indicated represent the average score obtained in each

Evaluation Criteria	Excellent (4)	Proficient (3)	Competent (2)	Limited (1)	Not Evident (0)
Pronunciation	3,90				
Fluency	3,60				
Vocabulary Usage	3,85				
Grammatical Accuracy	3,80				
Communication	3,60				
TOTAL	/ 20				

specific criterion during the evaluation. Prepared by: Asqui, P. (2023).

Qualitative Analysis: Posttest results on four different assessment parts provide information about the effectiveness of the intervention or training program in improving students' oral skills.

In table 9, which evaluates Part 1 of the posttest, students demonstrated significant improvement on all assessment criteria compared to the pretest results. Pronunciation, vocabulary use, grammatical accuracy, and communication received average scores above 3.0, indicating a high level of proficiency. This suggests that the intervention had a positive impact on improving several aspects of the students' oral skills.

Similarly, table 10, which evaluates Part 2 of the posttest, shows consistent improvement across all evaluation criteria. Pronunciation, fluency, vocabulary use, grammatical accuracy, and communication received average scores above 3.0, indicating significant improvement in students' oral skills after the intervention.

Turning to table 11, focusing on Part 3 of the posttest, students continued to demonstrate improvements in their speaking skills. While there were slight variations in average scores across criteria, overall, students achieved commendable scores, with all criteria receiving average scores above 3.0. This suggests that the intervention effectively contributed to improving students' competence in oral communication.

Finally, in table 12, evaluating Part 4 of the posttest, the students maintained the trend of improvement in their oral skills. Pronunciation, fluency, vocabulary use, grammatical accuracy, and communication received average scores above 3.0, indicating sustained progress in various aspects of speaking.

Therefore, the post-test results indicate a significant improvement in the students' oral skills on all criteria evaluated, highlighting the effectiveness of the intervention or training program in improving oral communication competence.

In relation to objective three, designing a blog with Neurolinguistic Programming Techniques to improve oral expression ability, the results of the student survey are presented. This questionnaire was administered to collect students' feedback after the implementation of the program. The results indicated a mostly positive response, with students highlighting the usefulness of the NLP techniques presented in the blog.

Table 13

Do you consider English to be important in your academic and personal development?

	Frequency	**Percent**
A little	4	20,0
Too much	16	80,0
Total	20	100,0

Note: Results of posttest Part 1 (SPSS). Prepared by: Asqui, P. (2023).

Analysis:

In general terms, 80% of respondents expressed the view that English holds considerable importance, whereas 20% regarded it as "moderately" significant.

Interpretation:

This prevalence of opinions suggests a distinct recognition of the value of the English language across the sampled population, indicating a widespread acknowledgment of its relevance in their lives. The notable emphasis on English as "considerable" in fostering academic progress can be associated with the increasing phenomenon of globalization and the pivotal role of English as a lingua franca in academic domains, such as scholarly research

and international discourse. This indicates that participants possess an awareness of the significance of English in accessing educational resources and global opportunities.

Table 14.

How comfortable are you speaking English?

	Frequency	Percent
Not very comfortable	13	65.0
Uncomfortable	4	20.0
Very comfortable	3	15.0
Total	twenty	100.0

Note: Results of posttest Part 1 (SPSS)**.** Prepared by: Asqui, P. (2023).

Analysis:

The evaluation of participants' proficiency in spoken English provides valuable insights into their attitudes towards language utilization. A majority (65%) indicated a level of discomfort, with 20% reporting feeling "Uncomfortable" and 15% expressing a sense of "Very Comfortable."

Interpretation:

This predominance of responses indicating moderate to low levels of comfort suggests the existence of notable hurdles or impediments impacting participants' confidence in verbal communication in English. These results underscore the importance of implementing customized educational approaches and support mechanisms to effectively mitigate these challenges.

Table 15.

Do you think that acquiring more vocabulary can help your speaking skills?

	Frequency	Percent
Agreed	12	60.0
Totally agree	8	40.0
Total	twenty	100.0

Note: Results of posttest Part 1 (SPSS)**.** Prepared by: Asqui, P. (2023).

Analysis:

The evaluation of whether expanding vocabulary enhances speaking proficiency reveals promising findings. Sixty percent of participants agreed, while 40% fully supported this notion.

Interpretation:

The results indicated a positive perception of the direct link between enriching vocabulary and improving English speaking skills. This has significant implications for teaching strategies aimed at language skill development. The association between vocabulary acquisition and speaking advancement aligns with existing linguistic and pedagogical literature. A diverse lexicon equips students with the necessary tools for effective expression and deeper message comprehension. Consequently, integrating pedagogical methods that actively promote vocabulary growth becomes imperative. Strategies such as contextualized learning, relevant vocabulary lists, and regular practice emerge as vital components for enhancing speaking skills.

Table 16.

What challenges do you face when trying to speak English fluently? Choose 2 options

	Frequency	Percent
Concentration	2	10,0
Grammar difficulties	3	15,0
Grammar difficulties, Concentration	5	25,0
Grammar difficulties, Vocabulary knowledge	3	15,0
Vocabulary knowledge	4	20,0
Vocabulary knowledge, Concentration	3	15,0
Total	20	100,0

Note: Results of posttest Part 1 (SPSS). Prepared by: Asqui, P. (2023).

Analysis:

The above table reveals   that 25% of respondents identified grammatical difficulties combined with concentration as the most common challenge when trying to speak English fluently, followed by 20% who cited limited vocabulary knowledge. Additionally, 15% reported difficulties with combining grammar and vocabulary, as well as vocabulary and concentration. Finally, 10% mentioned individual difficulties with grammar and concentration respectively.

Interpretation:

A detailed analysis of the obstacles hindering students' ability to speak English fluently highlights several specific challenges. Participants identified concentration problems, grammatical difficulties, and vocabulary limitations as the main issues. These findings underscore the need for comprehensive pedagogical approaches to address these challenges effectively. Personalized educational strategies are essential to tackle students' specific needs, ultimately enhancing their oral skills and boosting confidence in English communication.

Table 17.

How do you feel about participating in English conversations with your classmates and teacher?

	Frequency	Percent
I don't feel well	7	35.0
I feel great	13	65.0
Total	twenty	100.0

Note: Results of posttest Part 1 (SPSS). Prepared by: Asqui, P. (2023).

Analysis

Examining students' attitudes toward participating in English conversations uncovers an intriguing divergence in responses. Sixty-five percent express positive sentiments, whereas 35% report negative feelings.

Interpretation:

This variance underscores the diverse emotional encounters students have during English conversational exercises, providing valuable insights into their emotional perceptions and reactions. The cohort experiencing positive emotions reflects a sense of ease and contentment in engagement, while those experiencing negative emotions signal a necessity to address their emotional states. Educators could explore tactics aimed at cultivating a supportive atmosphere and mitigating anxiety during English conversations to benefit all students

Table 18.

Do you find it difficult to speak English?

	Frequency	Percent
It is difficult	5	25,0
It is not difficult	1	5,0
It's a bit difficult	12	60,0
Very difficult	2	10,0
Total	20	100,0

Note: Results of posttest Part 1 (SPSS). Prepared by: Asqui, P. (2023).

Analysis:

The results show that the majority of respondents (60%) find speaking English a little difficult, indicating that they have some challenges but do not consider it extremely difficult. A significant percentage (25%) also mentioned that they do find it difficult, while a small number (5%) expressed that they do not find it difficult at all. Additionally, 10% of respondents described it as "very difficult."

Interpretation:

This suggests that the majority of respondents experience some degree of difficulty speaking English, which may reflect the inherent complexity of the language for some. However, it is encouraging to see that a minority consider speaking English not difficult at all. These results highlight the diversity of experiences and skill levels among respondents, underscoring the importance of offering appropriate support and resources for those who encounter difficulties when learning the language.

Table 19.

During oral activities, what do you use to express something that you cannot do in English?

	Frequency	**Percent**
Ask your partner for help	1	5,0
Ask your teacher for help	16	80,0
Use the dictionary	2	10,0
Use your native language	1	5,0
Total	20	100,0

Note: Results of posttest Part 1 (SPSS). Prepared by: Asqui, P. (2023).

Analysis

The frequency analysis highlights three notable activities: completing exercises (30%), themed exercises (30%), and repeating words aloud (30%). Completing exercises enables the practical application of vocabulary across diverse contexts, facilitating familiarity and comprehension.

Interpretation:

Themed exercises seamlessly integrate vocabulary into lesson topics, thereby enhancing understanding and retention. Repeating words aloud emphasizes active pronunciation and listening skills, facilitating vocabulary consolidation and phonetic development. Collectively, these strategies offer a comprehensive approach to English vocabulary instruction, affording students a well-rounded and impactful learning experience.

Table 20.

From the following list, what type of activities does your teacher do to improve your English level?

You can choose more than one

	Frequency	Percent
Describes images	1	5,0
Describes images, Dialogues	2	10,0
Describes images, Dialogues, Exhibitions	1	5,0
Describes images, Dialogues, Tongue twisters, Exhibitions	2	10,0
Dialogues	4	20,0
Dialogues, Exhibitions	1	5,0
Dialogues, Exhibitions, Role playing games	1	5,0
Dialogues, Tongue twisters	1	5,0
Dialogues, Tongue twisters, Exhibitions, Role playing games	1	5,0
Dialogues, Tongue twisters, Role playing games	1	5,0
Exhibitions	1	5,0
Tongue twisters	1	5,0
Tongue twisters, Exhibitions	2	10,0
Tongue twisters, Exhibitions, Role playing games	1	5,0
Total	20	100,0

Note: Results of posttest Part 1 (SPSS). Prepared by: Asqui, P. (2023).

Analysis:

Dialogues and word games (tongue twisters) were the activities most mentioned by respondents, each with a 20% frequency. Exposures were also quite common, accounting for 15% of responses. On the other hand, describing images was the least mentioned activity, with only 5% frequency.

Interpretation:

Given these results, teachers use a wide range of approaches to teaching English, incorporating both speaking practice activities and presentations to reinforce learning. The variety of activities mentioned reflects a holistic approach to language teaching, encompassing both oral practice and visual learning and active participation in cultural activities.

Table 21.

From the list below, list three activities that your teacher does in class so that you can increase

your English vocabulary (number one is the most commonly used).

	Frequency	Percent
Completing exercises, doing exercises according to the topic of the class, Reading sentences aloud	6	30,0
Completing exercises, Doing exercises according to the topic of the class, Repeating words aloud	6	30,0
Completing exercises, reading sentences aloud, Repeating the words aloud	2	10,0
Doing exercises according to the theme of the class, Reading sentences aloud, Repeating words aloud	6	30,0
Total	20	100,0

Note: Results of posttest Part 1 (SPSS)**.** Prepared by: Asqui, P. (2023).

Analysis

The frequency analysis highlights three notable activities: completing exercises (30%), themed exercises (30%), and repeating words aloud (30%).

Interpretation:

Completing exercises enables the practical application of vocabulary across diverse contexts, facilitating familiarity and comprehension. Themed exercises seamlessly integrate vocabulary into lesson topics, thereby enhancing understanding and retention. Repeating words aloud emphasizes active pronunciation and listening skills, facilitating vocabulary consolidation and phonetic development. Collectively, these strategies offer a comprehensive

approach to English vocabulary instruction, affording students a well-rounded and impactful learning experience.

Table 22.

What new activities from the list below would you like to do in class?

	Frequency	Percent
All of the above	4	20,0
Conduct discussions	8	40,0
Conduct interviews with native people	7	35,0
Create a theater play	1	5,0
Total	20	100,0

Note: Results of posttest Part 1 (SPSS)**.** Prepared by: Asqui, P. (2023).

Analysis:

The majority of respondents (40%) showed interest in conducting class discussions, followed by 35% who expressed interest in conducting interviews with native speakers. Only a small percentage (5%) showed interest in creating a play in class. However, a notable 20% of respondents expressed interest in carrying out all of the aforementioned activities.

Interpretation:

The results suggest that students have different preferences regarding the activities they would like to do in class to improve their English language learning. The high percentage of students interested in conducting class discussions reflects a desire to actively participate in debates and share ideas with their peers, which can promote collaborative learning and the development of communication skills.

4.2.   Discussion

The present study focused on determining the appropriate Neurolinguistic Programming (NLP) techniques to improve oral expression skills in second-year high school students of the "Unidad Educativa del Milenio Eloy Alfaro". For this purpose, comparative analyzes were carried out with previous research and various data collection techniques were applied, such as observation guides, oral tests and student surveys. Next, the findings are discussed in light of the stated objectives and the reviewed literature.

The results obtained in this study agree with this research that has highlighted the effectiveness of NLP in the development of linguistic skills such as those of (Bambini & Canal, 2021). This is supported by the results collected by the observation technique which revealed that the majority of the students demonstrated adequate communication skills, fluency in speaking and confidence in expressing themselves, when implementing the NLP techniques, which is aligned with the characteristics of success. in featured speaking activities from Brown (2001) and Burns & Joyce (1997).

Regarding the results of the tests and oral surveys, an active participation of the students in various oral expression activities was revealed, which suggests effectiveness in the application of NLP techniques to improve these skills.

The results of the oral tests show significant progress in the students' speaking skills after the intervention. For example, in the pretest, students obtained an average of 1.8 to 1.95 in different evaluation criteria, while, in the posttest, these averages increased to 3.37 to 3.85. This suggests notable improvement in areas such as pronunciation, fluency and vocabulary use after the implementation of NLP techniques.

Regarding surveys, 80% of students consider English to be important for their personal and academic development, reflecting a generalized understanding of the relevance of the language. However, 65% of respondents reported feeling uncomfortable speaking English, highlighting the need to address challenges of confidence and comfort in oral communication.

Furthermore, the analysis of students' preferences regarding the activities they would like to do in class shows a particular interest in group discussions (40%) and in conducting interviews with native speakers (35%). These results indicate an inclination towards encouraging active participation and interaction in the language which supports the effectiveness of NLP techniques that promote student engagement and motivation. , the results of this study support the importance of NLP as an effective tool to improve speaking skills in high school students. The integration of these techniques in the classroom not only led to tangible improvements in students' academic performance, but also contributed to strengthening their confidence and motivation in learning the foreign language. These findings have important implications for educational practice, highlighting the need to adopt student-centered pedagogical approaches that encourage active participation and the holistic development of language skills.

It is crucial to highlight that the results of this study have significant implications for educational practice, especially with regard to the implementation of Neurolinguistic Programming (NLP). On the one hand, the findings highlight the importance of applying specific strategies to maintain high levels of student motivation and participation in speaking activities. This aspect aligns closely with the core principles of NLP, which advocate addressing the underlying motivations and beliefs that influence behavior and performance.

The suggestion to design more dynamic and participatory activities, such as group discussions or interviews with native speakers, links directly to the principles of NLP, which promote experiential learning and social interaction as vehicles for change and personal growth. These approaches, supported by research such as that of Santiago (2022) and Parpiyeva and Jurayeva (2023), point to the continuity of the implementation of NLP techniques in the classroom to strengthen students' linguistic skills.

Therefore, by recognizing the effectiveness of NLP in improving student motivation, engagement, and achievement, this study strongly supports its integration as an integral part of the educational process. This approach seeks to improve students' oral expression skills, and also promote their confidence, self-efficacy and personal development in the use of the foreign language. These results reinforce the relevance and positive impact of NLP in language teaching and learning in formal educacional settings.

Chapter V

Conclusions

Based on research and determine appropriate Neurolinguistic Programming Techniques to improve the speaking skills of students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio."it can be concluded that:

- In relation to the first objective of the research, the exhaustive analysis of Neurolinguistic Programming (NLP) techniques applied in similar educational contexts has revealed robust evidence that supports the effectiveness of these techniques in the development of speaking ability. The synthesis and comparison of findings from previous research confirmed consistency in results that underline the ability of NLP to improve oral expression in diverse student groups and educational settings. Common patterns and trends in the application of NLP techniques were identified, highlighting the relevance of specific approaches, such as creative visualization, cognitive restructuring and modeling, in strengthening language skills. Furthermore, the adaptability of NLP to address the individual needs of students was evidenced, suggesting its potential as a personalized tool in language teaching.

- Regarding the objective of evaluating the level of oral skill of the students, a holistic and detailed vision of their linguistic performance was obtained, allowing the identification of strengths and areas for improvement, both qualitatively and quantitatively. By applying rigorous evaluation criteria, a precise and objective diagnosis of the students' communicative competence was achieved before and after

the intervention. Assessment results revealed significant improvements in multiple aspects of oral ability, including pronunciation, fluency, vocabulary, and grammatical accuracy. These improvements indicate the positive impact of the NLP-based intervention on the comprehensive development of students' linguistic skills, validating the effectiveness of the methodological approach used in the research.

- Finally, the objective related to design a blog as an online learning platform proved to be an effective and accessible strategy to facilitate the development of students' oral expression skills. By providing an interactive virtual environment and teaching resources focused on NLP techniques, the blog allowed for a self-directed and personalized exploration of the language learning process. The availability of online materials and activities expanded the scope of the intervention beyond the physical classroom environment, giving students the opportunity to practice and consolidate their language skills anytime, anywhere. Furthermore, continuous feedback and progress monitoring through the blog promoted a metacognitive and reflective approach in the development of oral skills, encouraging autonomy and self-regulation in language learning.

Recommendations

The researcher would like to propose some recommendations

- Encourage continued research on the specific application of NLP techniques in various educational contexts, in order to identify innovative approaches and pedagogical adaptations that maximize the impact of these techniques on the development of language skills.

- Establish formative and continuous evaluation systems that integrate qualitative and quantitative criteria to measure students' progress in the development of oral expression skills, allowing personalized and growth-oriented feedback.

- Develop interactive and adaptive digital educational resources that integrate NLP principles for the development of oral expression skills, offering a personalized and flexible learning experience for students.

Chapter VI

Proposal

Master English with Neurolinguistics

Beginnings and Goals

- 1. Introduction
- 2.- Specific objectives

Organization

- 3.- Blog structure
- 4.- Thematic module

Practical implementation

- 5.- Activities

GENERAL INDEX

START AND GOALS

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2.- Objectives of the blog

ORGANIZATION

3.- Blog structure

4.- Thematic modules

PRACTICAL IMPLEMENTATION

5.- Activities

o   Relationship building technique.

o   Metaphor technique

o   Narration technique

o   Anchoring technique

o   Mirror technique

o   Modeling technique

o   Perceptual positioning technique.

o   Creating positive states and anchoring techniques.

o   Flow maintenance technique

DESIGN OF A BLOG WITH NEUROLINGUISTIC PROGRAMMING TECHNIQUES TO IMPROVE ORAL SKILLS IN ENGLISH STUDENTS

Unlock Your English: Enhance Communication with Neurolinguistics

1. Introduction:

Within the framework of research on the impact of Neurolinguistic Programming techniques on oral expression skills, the design and development of an educational blog is proposed. This blog is dedicated to providing interactive and practical resources based on NLP, specifically aimed at improving the oral expression skills of English students at the Second Secondary "A" level of the "Unidad Educativa del Milenio Eloy Alfaro".

2.- Objectives of the blog:

2.1.- General objective:

Design an educational blog that integrates Neurolinguistic Programming techniques in an accessible and effective way to improve oral expression skills in English students.

2.2.- Specific objectives:

- Develop structured content focused on Neurolinguistic Programming techniques applied to oral expression.

- Integrate interactive elements, such as exercises and hands-on activities, to encourage active student participation.

- Provide clear and accessible information on the theory and practice of Neurolinguistic Programming techniques.

Inicios y Metas

DESIGN OF A BLOG WITH NEUROLINGUISTIC PROGRAMMING TECHNIQUES TO IMPROVE ORAL SKILLS IN ENGLISH STUDENTS

Unlock Your English: Enhance Communication with Neurolinguistics
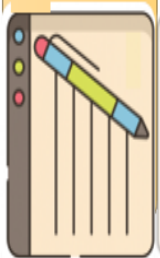
3.- Structure of the blog:

3.1.- Introductory Section:

The introductory section of the blog plays a crucial role in establishing the purpose of the project and highlighting the benefits that students can gain by actively participating in the project. Additionally, it offers a brief but informative introduction to Neurolinguistic Programming (NLP) to contextualize the relevance of the techniques presented.

Organización

3.2.- Presentation of the Purpose and Benefits of the Blog:

The presentation of the purpose of the blog is essential to guide students about the objectives they hope to achieve by participating in the proposed activities. It is highlighted that the main objective of the blog is to improve English speaking skills through the application of Neurolinguistic Programming techniques. This purpose is framed in the need to offer students practical and effective tools that contribute to the comprehensive development of their linguistic skills, specifically focused on oral expression.

Additionally, it highlights the benefits that students can obtain by actively participating in the blog. These benefits should include developing confidence in speaking English, improving the clarity and effectiveness of communication, and developing skills that are transferable to everyday and academic situations.

DESIGN OF A BLOG WITH NEUROLINGUISTIC PROGRAMMING TECHNIQUES TO IMPROVE ORAL SKILLS IN ENGLISH STUDENTS

Unlock Your English: Enhance Communication with Neurolinguistics
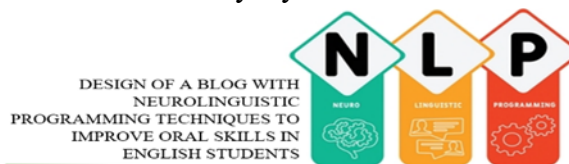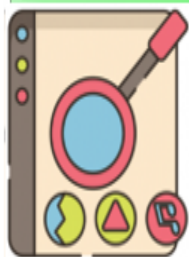
It is highlighted that the blog seeks not only to improve linguistic aspects, but also to contribute to the personal and academic growth of students.

3.3.- Brief Introduction to Neurolinguistic Programming:

The introduction to Neurolinguistic Programming (NLP) is designed to be accessible and understandable for students. A clear definition of NLP is provided as an approach that explores the connection between language, behavior and mental patterns. It highlights how NLP can positively influence the way people process information and communicate.

In addition, an overview of the fundamental principles of NLP is provided, focusing on the idea that, by understanding and modifying patterns of thinking and behavior, it is possible to improve communication skills and, therefore, speech. The introduction to NLP serves as a theoretical basis for the techniques presented in the thematic modules of the blog.

4.- Thematic modules:

The thematic modular structure of the blog is designed to specifically address each of the aspects identified as areas of improvement in oral skill. Each module focuses on a key component, providing resources and activities. Neurolinguistic

Programming seeks to ensure that both the student and the teacher can exchange information efficiently.

o   Relationship building technique.

o   Metaphor technique

o   Narration technique

o   Anchoring technique

o   Mirror technique

o   Modeling technique

o   Perceptual positioning technique.

o   Creating positive states and anchoring techniques.

o   Flow maintenance technique

5.- Activities

5.1. Relationship Building Technique

Title: "Adventure in the past: Let's build an exciting story!"

Specific objective:

- To use verbs in the past tense to describe activities in the past experiences.

Description of the development of the activity:

Welcome to an exciting adventure into the past! In this activity, you will be part of a team of language explorers. Each of you will receive a card with a verb in the past tense. Together, you will use these verbs to build an exciting story. Imagine that you are exploring a mysterious island full of treasures and mysteries. Use the verbs on your cards to tell what you discover, the dangers you face, and how you solve the challenges. Let your imagination run wild and create an epic story that will leave everyone speechless!

Implementación práctica

DESIGN OF A BLOG WITH NEUROLINGUISTIC PROGRAMMING TECHNIQUES TO IMPROVE ORAL SKILLS IN ENGLISH STUDENTS

N L P

Unlock Your English: Enhance Communication with Neurolinguistics

5.2. Metaphor technique

Title: "The challenge of superlatives: can you describe it better?"

Specific objective:

- To use of superlatives in English through the technique of metaphors, to compare people, things or situations.

Description of the development of the activity:

Get ready for an exciting challenge! In this activity they will become masters of metaphors and superlatives. We will show you a series of amazing images that will challenge your ability to describe. From exotic landscapes to mysterious creatures, each image will be an opportunity to express your creativity. Use superlatives to describe what is most impressive about each image and add a metaphor to bring it to life. Show your ingenuity and surprise everyone with your unique and vivid descriptions!

DESIGN OF A BLOG WITH NEUROLINGUISTIC PROGRAMMING TECHNIQUES TO IMPROVE ORAL SKILLS IN ENGLISH STUDENTS

Unlock Your English: Enhance Communication with Neurolinguistics
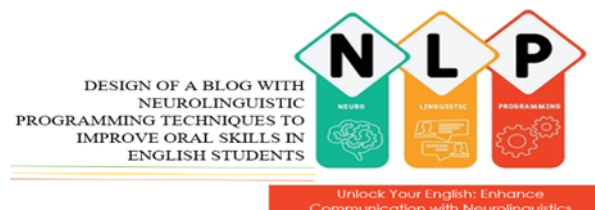
5. 3. Storytelling technique

Title: "A Glimpse into the Future: My Day with Will and Going" "To "

Specific objective:

- To practice the use of future tense with "will" and "going to" by using the storytelling technique, to project future events in the form of a relationship

Description of the development of the activity:

It's time to travel to the future and explore the possibilities that await us! In this activity you will have the opportunity to narrate your ideal day using the future with " will " and " going to ". Imagine that you are planning a perfect day full of adventure and fun. From morning to night, describe what you will do, where you will go, and who you will spend time with. Use your imagination to create a fascinating story full of excitement and anticipation Then, share your stories with your classmates and discover together the incredible adventures that await you in the future.

DESIGN OF A BLOG WITH NEUROLINGUISTIC PROGRAMMING TECHNIQUES TO IMPROVE ORAL SKILLS IN ENGLISH STUDENTS

Unlock Your English: Enhance Communication with Neurolinguistics
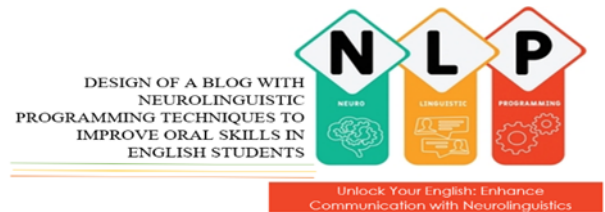
5. 4. Anchoring technique

Title "Time travel with the past simple!"

Specific objective:

- To use the anchoring technique to visually associate past tense verbs with specific situation.

Description of the development of the activity:

Get ready for an exciting trip down memory lane! In this activity, each student will receive a card with a past tense verb and a related situation. For example, "ran" – "an exciting race in the park." Students will act out the situation while saying the verb in the past tense, using their body and gestures to represent the action. This will help visually anchor the meaning of the verb in students' minds, making it easier to remember and understand.

5. 5. Mirror technique

Title: "Reflections of positivity: construction of negative and affirmative sentences"
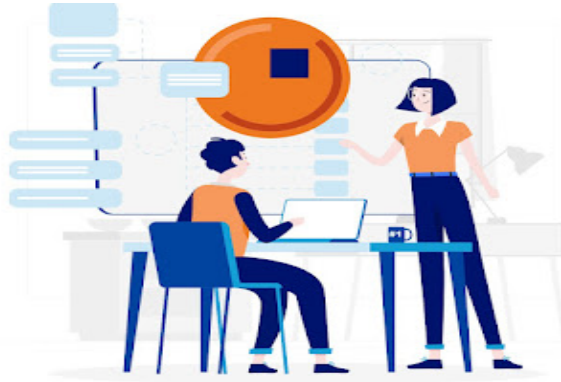
Specific objective:

* To use the auxiliaries "do" and "does" in affirmative and negative sentences by using the mirror technique to describe actions and tasks.

Description of the development of the activity:

It's time to reflect positivity in our prayers! In this activity, students will work in pairs in front of a mirror. One will be the speaker and the other will be the reflection. The speaker will create an affirmative or negative sentence using the auxiliary "do" or " does ", for example, "I do my homework every day" or "She doesn't like pizza." The reflection will then repeat the same phrase, practicing pronunciation and intonation. You will alternate roles until you both feel confident and fluent with the sentence structure.

DESIGN OF A BLOG WITH NEUROLINGUISTIC PROGRAMMING TECHNIQUES TO IMPROVE ORAL SKILLS IN ENGLISH STUDENTS

N L P
NEURO LINGUISTIC PROGRAMMING

Unlock Your English: Enhance Communication with Neurolinguistics

5. 6. Modeling technique

Title: "Exploring the future: predictions in movies"

Specific objective:

- To use the future tense with "will" and "going to" to make predictions by using the modeling technique.

Description of the development of the activity:

Welcome to the cinema! In this activity we are going to explore the future through exciting films. The following link will take you to a movie that contains scenarios with future events, such as "the hero will save the world" or "the friends will travel together." Students will take turns making predictions about what will happen using both " will " and " going to ", drawing inspiration from the examples provided by the film. This will help them better understand future structures in English and develop confidence in using them.

5. 7. Perceptual positioning technique

Title: "Navigating the simple present: a musical journey"

Specific objective:

- To use the perceptual positioning technique to associate situations with grammatical structures of the present simple and its auxiliaries.

Description of the development of the activity:

Get ready to set sail on an exciting linguistic journey! Students will be divided into teams and taken on a musical journey through the present simple. Instead of cards, teams will listen to a song, click, with lyrics that represent everyday situations, such as "I wake up every morning" or "She loves to dance." Each team must identify the grammatical structure present in the lyrics of the song and discuss in which category (affirmative, negative or interrogative) it would be classified. This activity not only reinforces grammatical knowledge, but also allows students to associate structures with real-life situations in a fun and memorable way.

5. 8. Creation of positive states and anchoring techniques

Title: " The power of words: building positive and motivating phrases"

Specific objective:

- To practice creating positive sentences using adjectives and comparatives by using anchoring techniques.

Description of the development of the activity:

It's time to activate positivity with our words! In this activity, students will work in pairs to create positive and motivating sentences about their English learning experiences. For example, "I'm getting better and better at my English" or "I'm excited to learn new words." After creating the sentences, students will repeat them out loud while performing a specific physical action, such as tapping the desk or touching their shoulder. This will anchor the positive feelings associated with learning English and motivate students to keep trying.

DESIGN OF A BLOG WITH NEUROLINGUISTIC PROGRAMMING TECHNIQUES TO IMPROVE ORAL SKILLS IN ENGLISH STUDENTS

Unlock Your English: Enhance Communication with Neurolinguistics

5. 9. Flow maintenance technique

Title: "The flow challenge: building sentences in motion"

Specific objective:

- To improve fluency and accuracy by sentence construction in English by using flow maintenance technique.

Description of the development of the activity:

It's time to immerse yourself in the flow of English! Students will form a circle and begin to build a collective story. The first student will say an English word, the next will add another word, and so on, creating a chain of words that will form complete sentences. The goal is to keep the story flowing without interruptions or long pauses. If someone goes blank or takes too long to answer, they are eliminated from the round. This activity not only improves English fluency, but also teaches students to stay focused and engaged in the flow of the game.

Conclusions

Improving oral expression skills: The design and implementation of the educational blog has proven to be effective in improving speaking skills in English learners. Interactive and practical resources based on Neurolinguistic Programming techniques have facilitated a dynamic and motivating learning environment, allowing students to develop confidence and fluency in their oral communication.

Positive impact of NLP techniques: The integration of NLP techniques, such as storytelling, metaphors and anchoring, has had a significant impact on students' ability to process and express information clearly and effectively. These techniques have helped students modify patterns of thinking and behavior, thereby improving their ability to communicate more coherently and persuasively.

Active participation and meaningful learning: The structure of the blog, which includes practical activities and the use of NLP techniques, has encouraged active participation and meaningful learning among students. Personalizing the content to address specific areas of improvement identified in the pre-test has ensured that students receive targeted support, resulting in a more effective learning experience focused on their individual needs.

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Annexes

Annex 1. *Observation Guide 1*

UNIDAD EDUCATIVA DEL MILENIO

"ELOY ALFARO"

OBSERVATION GUIDE TO STUDENT

Objective: To assess the level of the speaking skills of students of Second of Bachelor "A" to get a qualitative diagnosis of students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio.".

Author: María Paola Asqui Tingo.

N°	Indicators	Yes	No	Sometimes	Observation
	Students				
1	Students communicate appropriately.				
2	Students have fluency in speaking skill				
3	Students use a good vocabulary to express ideas.				
4	Students use the correct rules in speaking skills.				
5	Students show confidence to speak.				
6	They feel motivated and excited in oral expression activities.				
8	Students feel comfortable with NLP techniques.				
9	Students participate in oral expression activities.				
10	Students try to pronounce in right way in order to improve the speaking skill.				

Annex 2. *Observation Guide 2*

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UNIDAD EDUCATIVA DEL MILENIO

"ELOY ALFARO"

SPEAKING TEST

</div>

Test Objectives: To test students' oral interaction through simple present tense with daily routines and apply vocabulary in oral presentation preparing a fruit salad and a cake in groups of three students.

Part	Timing	Interaction	Task type	What do students have to do?
1	6 minutes	Pair work	Role play	Do a role play according to the question given. Students Roles Student A: Ask the questions. Student B: Answer the questions. Then, change the roles.
2	5 minutes	Student	Oral Presentation	Create a collage just with pictures and talk about their weekend routines.
3	2 minutes	Teacher Student	Teacher asks questions to the student.	Respond to Wh questions based on watching video.
4	10 minutes	Group work	Oral presentation	Prepare the salad fruit and a cake. Then present.

Part 1: Student-Student (5 minutes) (Pair work)

Instructions

Teacher: In this part of the test, you're going to do a role play according to the questions given.

First answer the questions. Then, present the role play.

Example:

A: What time do you start the English class?

B: I start the English class at 7:50 am.

A: What time do you wake up?

   B: _____

A: What do you usually eat in the morning?

   B: _____

A: What time do you go to school?

   B: _____

A: What do you do on Saturday´s night?

B: _____

A: What do you do on Sundays?

B: _____

Part 2: Student (5 minutes) (Individually)

Instructions

-The students have to create a poster just with picture about weekend routines.

-The students have to write on the work sheet about weekend routines.

-The students have to present their poster in the classroom.

Part 3: Teacher-Student (2 minutes)

Instructions

Teacher: In this part of the test, you're going to watch a video about cooking vocabulary, after watching a video you´re going to answer the following questions.

Example:

What was the main idea of the video?

The main idea was the procedure to prepare a fruit salad and a cake.

What did you watch in the video?

Can you name the characters in the video?

What action verbs did you watch in the video?

What fruit can you watch in the video?

How did the characters feel during the video?

Part 2: Student-Student (10 minutes) (Group work 3 students)

Instructions

  -In groups of 3 students have to prepare a fruit salad and a cake.

  - 3 groups have to prepare a fruit salad and the following 3 groups have to prepare a cake.

-The students have to write on the work sheet the writing report.

-The students have to present the final product in oral presentation.

- The students have to imitate the youtuber chefs to replicate body gestures, intonation and attitude.

Annex 3. *Speaking Rubric*

SPEAKING RUBRIC

Name: …………………………………………………………………

Evaluation Criteria	Excellent (4)	Proficient (3)	Competent (2)	Limited (1)	Not Evident (0)
Pronunciation	Accurate pronunciation of sounds and words.	Generally accurate pronunciation with minor errors.	Pronunciation is generally understandable with occasional errors.	Pronunciation errors significantly hinder understanding.	Pronunciation is unintelligible.
Fluency	Able to speak smoothly and continuously without interruptions.	Able to maintain a conversation with occasional pauses.	Some interruptions in speech, affecting fluency.	Speech is disjointed and fragmented.	Unable to maintain a continuous conversation.

Vocabulary Usage	Uses a rich and varied vocabulary appropriately.	Uses a good range of vocabulary with occasional inaccuracies.	Vocabulary is somewhat limited, leading to repetitive language.	Very limited vocabulary; struggles to express ideas.	Minimal or no vocabulary used.
Grammatical Accuracy	Consistently uses correct grammar and sentence structure.	Generally accurate grammar with occasional errors.	Grammar is somewhat accurate but with noticeable errors.	Numerous grammar errors make speech difficult to understand.	Virtually no correct grammar used.
Communication	Clearly conveys ideas with precision and engages in meaningful conversations.	Communicates effectively with occasional need for clarification.	Communication is somewhat effective, with occasional misunderstandings	Communication is ineffective; ideas are not conveyed.	Unable to communicate effectively.
TOTAL	/ 20				

Created by: Paola Asqui

Annex 4. *Survey for students*

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UNIDAD EDUCATIVA DEL MILENIO

"ELOY ALFARO"

</div>

Encuesta dirigida a los estudiantes de Segundo Año de Bachillerato "A" de la Unidad Educativa "Eloy Alfaro".

Objetivo: Recabar la información sobre la investigación para determinar las Técnicas de Programación Neurolingüística apropiadas para mejorar la expresión oral.

Instrucciones: Sírvase leer detenidamente y contestar las preguntas según Ud. considere; la veracidad de su información nos permitirá realizar un buen trabajo investigativo.

¿Considera que el idioma inglés es importante en su desarrollo académico y personal?

☐ Mucho

☐ Un poco

☐ Nada

¿Qué tan cómodo se siente al hablar en inglés?

☐ Muy cómodo

☐ Poco cómodo

☐ No cómodo

☐ Otros

¿Cuáles son? _____

¿Cree usted que adquirir más vocabulario puede ayudar a su capacidad de expresión oral?

☐ Totalmente de acuerdo

☐ De acuerdo

☐ En desacuerdo

☐ Totalmente en desacuerdo

¿A qué retos se enfrenta cuando intenta hablar inglés con fluidez? Elija dos opciones.

☐ Dificultad en la gramática

☐ Conocimiento de vocabulario

☐ Concentración

☐ Otros

¿Cuáles son? _____

¿Cómo se siente al participar en conversaciones en inglés con sus compañeros y profesor?

☐ Excelente

☐ Muy bien

☐ Mal

☐ Otros

¿Cuáles son? _____

¿Cree que hablar en inglés le resulta difícil?

☐ Muy difícil

☐ Difícil

☐ Algo difícil

☐ No es difícil

¿Durante las actividades orales, que utiliza usted para expresar algo que usted no puede hacerlo en inglés?

☐ Usa su lengua materna

☐ Solicita ayuda a su profesor

☐ Usa el diccionario

☐ Solicita ayuda a su compañero

☐ Otros

¿Cuáles son? _____

De la siguiente lista, ¿Qué tipo de actividades realiza su profesor para mejorar su nivel de inglés? Puede elegir más de una.

☐ Describe imágenes

☐ Diálogos

☐ Trabalenguas

☐ Exposiciones

☐ Juegos de rol

☐ Otros

¿Cuáles son? _____

De la lista que aparece a continuación, enumere tres actividades que su profesor realiza en clase para que pueda aumentar su vocabulario de inglés (el número uno es la más utilizada).

☐ Completar ejercicios.

☐ Hacer ejercicios según el tema de la clase.

☐ Leer las oraciones en alta voz.

☐ Repetir las palabras en alta voz

☐ Otros

¿Cuáles son? _____

¿Qué actividades nuevas de la lista siguiente le gustaría hacer en clase?

☐ Realizar debates

☐ Crear una obra de teatro

☐ Realizar entrevistas a personas nativas

☐ Todo lo anterior

Annex 5. *Observation guide*

UNIDAD EDUCATIVA DEL MILENIO

"ELOY ALFARO"

OBSERVATION GUIDE TO STUDENTS

Objective: To assess the level of the speaking skills of students of Second of Bachelor "A" to get a quantitative diagnosis of students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio.".

N°	Indicators	Excellet	Good	Avarage	Poor
	Students				
1	Students do a role play.				
2	Students participate in oral expression activities.				
3	Students answer the questions.				
4	Students use vocabulary in order to describe themselves in a short peer conversation.				
5	Students talk about their interests using grammar rules.				
6	Students create their own personal life story and tell it orally to their peers.				
7	Students use parts of speech to create a short				

	personal life story in a performance in peers.				
8	Students imitate the speaking way, accent, intonation, and even some facial gestures.				
9	They feel motivated and excited in oral expression activities.				
10	Students maintain positive attitudes in oral expression activities.				

Annex 6. *Instrument validation*

Dirección de Postgrado
VICERRECTORADO DE INVESTIGACIÓN,
VINCULACIÓN Y POSTGRADO

en movimiento

Validation of Research Instruments

Theme: "NEUROLINGUISTIC PROGRAMMING TECHNIQUES USED IN THE TEACHING-LEARNING PROCESS TO IMPROVE THE SPEAKING SKILL OF STUDENTS OF SECOND OF BACHELOR "A" FROM "ELOY ALFARO" EDUCATIVE UNIT "DEL MILENIO"

General objective: To determine appropriate Neurolinguistic Programming Techniques to improve the speaking skill of students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio.".

Author: Lcda. María Paola Asqui Tingo
Evaluator: Mgs. Tatiana Elizabeth Martínez Zapata
Academic tutor: Dr. Blanca Narcisa Fuertes, PhD

Type of instrument:	Observation Guide

Rating scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Aspect 1:

Criteria	1	2	3	4	5
Does the instrument gather data suitable for and relevant to the research topic?					X
Do the items have a logical relation with the thesis objectives?					X
Do the items have a connection with the variables?					X
Is there a logical organization with the items display?					X
Do the items contain clear and definite instructions to use the instrument?					X
Are the items clear, concise and appropriate to the target audience?					X
					X

Aspect 2:

Principles of Assessment	Criteria description	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					X
Reliability	Is the test consistent or free from random errors; presenting constant conditions across two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					X
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					X
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					X
Washbak	Does the instrument have a positive impact on the participants?					X

Validated by (Name and surname): Tatiana Martínez Zapata

ID: 0605777192

Firmado electrónicamente por:
TATIANA ELIZABETH MARTINEZ ZAPATA

....
Signature

Dirección de Postgrado
VICERRECTORADO DE INVESTIGACIÓN.
VINCULACIÓN Y POSTGRADO

en movimiento

Validation of Research Instruments

Theme: "NEUROLINGUISTIC PROGRAMMING TECHNIQUES USED IN THE TEACHING-LEARNING PROCESS TO IMPROVE THE SPEAKING SKILL OF STUDENTS OF SECOND OF BACHELOR "A" FROM "ELOY ALFARO" EDUCATIVE UNIT "DEL MILENIO"

General objective: To determine appropriate Neurolinguistic Programming Techniques to improve the speaking skill of students of Second of Bachelor "A" from "Eloy Alfaro" Educative Unit "Del Milenio.".

Author: Lcda. María Paola Asqui Tingo
Evaluator: Mgs. Marco Antonio Aquino Rojas
Academic tutor: Dr. Blanca Narcisa Fuertes, PhD

Type of instrument:	Student Survey

Rating scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Aspect 1:

Criteria	1	2	3	4	5
Does the instrument gather data suitable for and relevant to the research topic?					X
Do the items have a logical relation with the thesis objectives?					X
Do the items have a connection with the variables?					X
Is there a logical organization with the items display?					X
Do the items contain clear and definite instructions to use the instrument?					X
Are the items clear, concise and appropriate to the target audience?					X

Aspect 2:

Principles of Assessment	Criteria description	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					X
Reliability	Is the test consistent or free from random errors; presenting constant conditions across two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					X
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					X
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					X
Washbak	Does the instrument have a positive impact on the participants?					X

Validated by (Name and surname): Marco Antonio Aquino Rojas

ID: 1753456134

....
Signature

ANNEX 7: OFFICE

República del Ecuador

UNIDAD EDUCATIVA **ELOY ALFARO**

Ministerio de Educación

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Huigra 04 de diciembre de 2023

Tnglo.
Carlos Alberto Yánez Cazco

RECTOR
Unidad Educativa "Eloy Alfaro"
Presente

De mi consideración.

Yo María Paola Asqui Tingo, con C.I. 060483817-7, egresada del Programa de Maestría de Enseñanza del Idioma Inglés como Lengua Extranjera de la Universidad Nacional de Chimborazo de Riobamba, solicito de la manera más comedida me permita realizar una encuesta dirigida a los estudiantes de 2DO de Bachillerato "A" con el objetivo de recabar información previo al proyecto de investigación sobre las Técnicas de Programación Neurolingüística utilizadas en el proceso de enseñanza aprendizaje para mejorar la destreza del habla.

Por la debida atención prestada anticipo mis agradecimientos.

Atentamente,

María Paola Asqui Tingo
C.I. 060483817-7
0979832870
pao171994@hotmail.com

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