UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

Tema: NEUROLINGUISTIC PROGRAMMING TECHNIQUES IN THE DEVELOPMENT OF SPEAKING SKILL IN ENGLISH LANGUAGE IN STUDENTS

Trabajo de Titulación previo a la obtención del Grado Académico de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés

Modalidad de titulación: Proyecto de desarrollo

Autora: Licenciada Andrea Karina Carvajal Gavilanes

Director: Licenciado Edgar Guadia Encalada Trujillo, Magíster.

Ambato – Ecuador

2020

APROBACIÓN DEL TRABAJO DE TITULACIÓN

A la Unidad Académica de Titulación de la Facultad Ciencias Humanas y de la Educación

El Tribunal receptor de la Defensa del Trabajo de Titulación presidido por Doctor Segundo Víctor Hernández del Salto, Magister, e integrado por los señores: Doctor Florentino Galo Rizzo Chunga, Magister y Licenciado Manuel Xavier Sulca Guale, Magister, designados por la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato, para receptar el Trabajo de Titulación con el tema: NEUROLINGUISTIC PROGRAMMING TECHNIQUES IN THE DEVELOPMENT OF SPEAKING SKILL IN ENGLISH LANGUAGE IN STUDENTS, elaborado y presentado por la señora Licenciada Andrea Karina Carvajal Gavilanes, para optar por el Grado Académico de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés; una vez escuchada la defensa oral del Trabajo de Titulación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la Universidad Técnica de Ambato.

Dr. Segundo Víctor Hernández del Salto. Mg
PRESIDENTE Y MIEMBRO DEL TRIBUNAL DE DEFENSA

Dr. Florentino Galo Rizzo Chunga, Mg.
MIEMBRO DEL TRIBUNAL DE DEFENSA

Lcdo. Manuel Xavier Sulca Guale, Mg
MIEMBRO DEL TRIBUNAL DE DEFENSA

AUTORÍA DEL TRABAJO DE TITULACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema: NEUROLINGUISTIC PROGRAMMING TECHNIQUES IN THE DEVELOPMENT OF SPEAKING SKILL IN ENGLISH LANGUAGE IN STUDENTS, le corresponde exclusivamente a: Licenciada Andrea Karina Carvajal Gavilanes, Autora bajo la Dirección de Licenciado Edgar Guadia Encalada Trujillo. Magister, Director del Trabajo de Investigación; y el patrimonio intelectual a la Universidad Técnica de Ambato.

Lcda. Andrea Karina Carvajal Gavilanes

AUTORA

Lcdo. Edgar Guadia Encalada Trujillo, Mg.

DIRECTOR

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Titulación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi Trabajo de Titulación, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad Técnica de Ambato.

Lcda. Andrea Karina Carvajal Gavilanes
c.c.0201595121

GENERAL INDEX

TABLE INDEX

GRAPHIC INDEX

ACKNOWLEDGEMENT

Thanks to God for allowing me to get this important moment in my life and to achieve another goal in my professional life.

Thanks to my parents, husband and sons, for their love, understanding and unconditional support, for listening to me and for their wise advice and for being part of my life.

Thanks to my tutor and colleagues, for allowing me to be part of the work group, their advice, patience and opinions, served to make me feel satisfied and in my participation in the research work.

Thanks to the Universidad Técnica de Ambato, for the openness in the Professionalization and Specialization of those of us who are involved in the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés

DEDICATORY

I dedicate this research work, carried out with great effort and perseverance to:

Thank God, eternal father, because without you nothing is possible.

To my sons Aaron and Matias for being the source of inspiration, who give me the strength to fight day after day and be a better person, since it is on my shoulders to train them as good men.

To my beloved husband Diego Andrade, thank you love of my life, because although no relationship of two is easy, you have endured me, you have known how to accept my mistakes in the same way as my virtues and you have supported me unconditionally. Which makes me say that this achievement is not only mine but both of us.

To my parents and siblings who have been a fundamental support in my daily life and an example to follow.

To my friends and fellow students because they motivated me to keep going.

To my tutor for his unsurpassed support.

To all those people who do not mention due to space or time but who in one way or another influenced to make this possible, thank you very much.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

THEME:

NEUROLINGUISTIC PROGRAMMING TECHNIQUES IN THE DEVELOPMENT OF SPEAKING SKILL IN ENGLISH LANGUAGE IN STUDENTS

AUTHOR: Licenciada Andrea Karina Carvajal Gavilanes

DIRECTED BY: Licenciado Edgar Guadia Encalada Trujillo, Magíster

LINE OF RESEARCH:

- Method and means for teaching.

DATE: January 06, 2021

ABSTRACT

The main objective of this research was to determine the influence of Neurolinguistic Programming Techniques in the development of Speaking Skills, given that the students from 2nd BGU of the Unidad Educativa PCEI Juan León Mera could not express themselves correctly orally, using incorrect sentences with little use of vocabulary and no comprehension, which shows a low self-esteem and interest when expressing oneself in English as well as shame and fear of making mistakes without having an understanding on the part of the teacher and classmates.. It is in this context that this experimentation was proposed to be carried out with 30 students. A single group pre-test and post-test design was adopted for this study. The students' problems in the development of speaking skills were evaluated using the SPSS statistical program, applying the statistical test T student of related tests. Based on the results of the pretest, Neurolinguistic Strategies (Anchoring, Creating rapport, Mirroring, Maintaining the flow) were applied for 4 weeks during English classes. At the end of the application, a posttest was applied, and the result of the study revealed that the students taught through

the Neurolinguistic Strategies had significant improvements in the oral skills of the English language, noting that the use of the aforementioned strategies positively helps in the acquisition of a second language, especially in the way of expressing themselves in English giving them greater freedom and confidence when issuing a comment in a second language.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMAS Y DE LA EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TEMA:

NEUROLINGUISTIC PROGRAMMING TECHNIQUES IN THE DEVELOPMENT OF SPEAKING SKILL IN ENGLISH LANGUAGE IN STUDENTS

AUTORA: Licenciada Andrea Karina Carvajal Gavilanes
DIRECTOR: Licenciado Edgar Guadia Encalada Trujillo, Magíster
LÍNEA DE INVESTIGACIÓN:

- Método y medios para la enseñanza.

FECHA: 06 de enero 2021

RESUMEN EJECUTIVO

El principal objetivo de este estudio fue determinar la influencia de las Técnicas de Programación Neurolingüística en el desenvolvimiento de la Destreza Oral, ya que los estudiantes de 2nd BGU de la Unidad Educativa PCEI Juan León Mera no podían expresarse correctamente de forma oral utilizando oraciones incorrectas con poco uso de vocabulario y sin comprensión, lo cual demuestra una baja autoestima e interés al momento de expresarse en inglés además de vergüenza y temor de emitir errores sin tener una comprensión por parte del profesor y de los compañeros de clase. Es en este contexto en el que se planteó esta experimentación para llevarla a cabo con 30 estudiantes. Para este estudio se adoptó un diseño de prueba y posprueba de grupo único. Los resultados de los problemas en los estudiantes en el desenvolvimiento de la destreza oral se evaluaron mediante el programa estadístico SPSS aplicando la prueba estadística T student de pruebas relacionadas. Basada en los hallazgos de la preprueba se procedió a aplicar durante 4 semanas Estrategias Neurolingüísticas (Anchoring, Creating rapport, Mirroring, Manteining the flow) durante las horas de Ingles. Al final

de la aplicación, se aplicó la posprueba, y el resultado del estudio reveló que los estudiantes enseñados a través de las estrategias neurolingüísticas tuvieron mejoras significativas en la destreza oral del idioma inglés dando a notar que el uso de las mencionadas estrategias ayudan de forma positiva en la adquisición de una segunda lengua en especial en la forma de expresarse en inglés dándoles mayor libertad y confianza al momento de emitir un comentario en una segunda lengua.

Descriptores: Técnicas, Programación, Neurolingüística, Destreza oral, Autoestima, Desenvolvimiento, Anchoring, Rapport, Mirroring, Maintaining the flow.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

The current research is mainly oriented to establish the influence of Neurolinguistic Programming Techniques in the development of speaking skills in English Language. The main objective of this research is to determine the influence of Neurolinguistic Programming Techniques in the development of speaking skills to strengthen and improve the teaching-learning process of the English Language.

Chapter I: The importance and feasibility of this research work, as well as the general and specific objectives to be met are presented in the justification.

Chapter II: Different aspects of other research on the subject have been cited to support the research that has formed the theoretical framework, which includes the research background.

Chapter III: The Approach, level and type of research are described. The Methodology to be used and the steps to follow for the application and development of this scientific and field research are detailed. The Population to be investigated is determined and the data collection plan, the information processing plan, hypothesis and variables are specified.

Chapter IV: The results of the research are exposed through the statistics carried out in which are identified and specified the outstanding aspects that show the results obtained in accordance with the objectives set.

Chapter V: The affirmations that have arisen in the process of analysis and discussion of the research results in response to the proposed objectives are exposed; in addition, recommendations are made in order to collaborate with complementary ideas to the original research. The bibliography and annexes are also presented.

1.2. Justification

The **interest** in this topic began noticing the poor academic performance of the students, their low scores throughout the school year, especially in the interaction when

communicating with their classmates, making speaking skills difficult as evidenced by the rubrics applied in each activity. Improving interaction will go a long way in helping students perform better and, at the same time, communicate with others in a second language. It is also **important** to develop this research because it will make possible to put current teaching techniques at the service of students to solve English learning problems, which have become a social problem given that, by developing self-confidence, doors are opened to improve the development of a country and thus also achieve economic progress too. One of the most common problems of medium level education is its quality, which shows deficiencies when it is not updated and adapted to the modern needs of students. In addition, the state of constant change that adolescents suffer when they show an exaggerated need for care; this is where the **impact** of the proposed research is revealed and the effectiveness with which these techniques mark the emotional and intellectual development of students. With the implementation of the use of these techniques, parents, students, teachers and authorities of the Unidad Educativa PCEI Juan León Mera will **benefit** on the purpose of improving the performance and quality of education with the aim of mastering the skills, abilities, attitudes and aptitudes to use the English language. Teachers will have the opportunity to employ a new challenge that consists of using non-traditional techniques and methods to achieve the development of critical thinking and meaningful learning in students.

1.3. Objectives

1.3.1. General

To determine the influence of NLP techniques in the development of speaking skills in English language among students of 2nd BGU.

1.3.2. Specific

- To establish the NLP techniques to develop speaking skills among students of 2nd BGU
- To analyze the evaluation criteria involved in the development of speaking skills among students of 2nd BGU
- To evaluate the benefits of incorporating NLP techniques in the development of speaking skills among students of 2nd BGU

CHAPTER II

RESEARCH BACKGROUND

2.1. State of the art

Bearing in mind that the mastery of some languages nowadays is essential, it must take into account that one the most common languages used internationally is English, not just for travelling also for politics, industry, technology, education, tourism and business and all of these enclose communication. English is the second rank of number language speakers, becoming the key to international communication. As it is already known people around the world use English to communicate with other people from other countries that have different languages, so learning English has become necessary. Believed or not, English takes a big part in communication , the specifications of any product are usually explained in English, manuals, maps and menus are in English. Using English enables people to overcome, to find better jobs, to travel and to accomplish people dreams making communication between countries easier.

As English means communication, transitions, imparting and reporting, it is obvious that speaking is one of the most important parts of all of this. First we have to keep in mind that language is intended from the language of gestures (body language), next, language is done directly by mouth. Speaking means the delivery of intentions, ideas, thoughts and hearts, due to all of this speaking is a productive skill where people can deliver their ideas in an orally form. But it is not easy for all people to transmit what they want or feel, even in their mother tongue, worse in another language in this case, so especially for students, this skill becomes difficult. On the other hand, there are multiple, numerous methods, strategies, techniques to develop Speaking Skills. The problem is which of them is the correct, the easiest, and the one that will help to fulfill the skill. Some NLP techniques are proposed to enhance Speaking Skills which will help to achieve the stated objectives.

Arjualayana, Rafli and Ansoriyah (2019), conducted a research about Neurolinguistics Programming concept for teaching productive skill. This aimed to report the English teacher understands of teaching productive skills through Neuro-Linguistics

Programming. This research used qualitative descriptive method, with triangulation model in doing validity and reliability data. The authors applied in this research; Planning, observation, interviews, giving questionnaire, and the last is data analysis. It focuses on the English lecturers who have taught English more than 2 years as subjects of the research. They selected 7 questions in close - ended answer (yes/no answer) are given and 5 questions in short answer interview are implemented to gain the data regarding to lecturer's understanding in NLP concept for teaching productive skills. 23 English Lecturers both male and female were the subjects of the research. From the data analysis, the result shows that most English lecturers know the NLP approach in teaching language, and they are always brainstorming as a part of NLP concepts. Thus evidencing that the use of NLP stimulates the critical thinking of learners because they learn in a seriously but relaxed way.

Keezhatta (2019), led an investigation whose aim was exploring the feasibility of Neuro-Linguistic Programming (NLP) in English Language Teaching (ELT) by analyzing the perceptions of NLP-trained English teachers applying a qualitative method based on interviews with 20 NLP-trained English teachers of high schools in India and using a manual thematic analysis method to identify similarities in pattern while performing the analysis. For that, they used an interview with open-ended detailed questions on the innovation, role, different techniques, and benefits and limitations of NLP, while also dwelling upon the different perceptions of NLP-trained language teachers, motivations of the learners towards NLP, and the positive changes brought about by NLP in the education sector. Findings showed that NLP facilitated communication and encouraged learners of English. In other words NLP as an effective tool strengthens teacher-student relationships and promotes an interactive learning environment helping learners to acquire a second language easily.

Rustan (2019), developed a study to determine first, condition on learning creative writing at high school students in Makassar, second requirement of learning model in creative writing, third program planning and design model in ideal creative writing, fourth feasibility of model study based on creative writing in neurolinguistics programming, and finally the effectiveness of the learning model based on creative

writing in neurolinguistics programming. The researcher used a learning model and the data was obtained by observation, interviews, questionnaires, expert assessment, and test results The results of data analysis show that (1) the objective condition has various problems in learning to write short stories, (2) analysis of objectives has various needs, deficiencies, and desire of students and teachers in developing creative writing based on learning model in neurolinguistics programming, (3) learning model covers focus, syntax, social system, the principle of reaction, means of support, and the impact of learning, (4) eligibility models by experts produces valid result, a trial one-to-one has practical result, a small group trial, and large group trial obtain enforceability of the model in good criteria, and (5) model-based learning creative writing in neurolinguistics programming is proved to be effective in improving skill of high school students to write short stories.

Caballero and Rosado (2018), reported a paper were Neuro linguistic Programming (NLP) is a perspective integrating neurology, language and programming which are key for processing information and for responding to learners' styles with the potential to help EFL teachers address this pronunciation issue, so they chose 43 students two groups taught using standard pronunciation techniques and two using NLP techniques preceded by oral tasks in which they were encouraged to pronounce regular verbs in the past. Data collected included students self-recorded pronunciation tasks, a survey to elicit students' motivation and satisfaction. Analysis of the data showed that after the first implementation, the NLP group improved their pronunciation a 30%, the standard one improved a 10%. During the second implementation, the NLP group showed an improvement of 23.7% pronunciation accuracy in task 1 and a 24.6% in task two compared to the standard group. The findings suggest that teacher's use of NLP techniques into their classroom instruction have a positive impact on students' pronunciation of the past ending of regular verbs, due to this it is sure that NLP helps and engages positively students to interact, pronounce, and develop the language in a correct and freeway.

Alroudhan (2018), proposed a study where its main objective was to evaluate the efficiency of NLP for language learning and investigate its potential role in learning the

English language, implementing the Oxford Placement Test, as the pretest and the post-test on the experimental and control groups. The sample consists of six classes from the first grade of the second stage students (ages 15 to 16) in 47 public schools for girls in Riyadh in Saudi Arabia. The findings of this study reveal that NLP not only provides the techniques and solutions to the problems, but it also enables teachers to form their own flexible responses to the specific problems. To put it differently NLP coaching proved the positive effect on EFL learning while increasing students' motivation.

Dagbaeva, Dmitrieva and Usmanova (2018), guided an investigation that claimed to examine different psycholinguistic and neurolinguistic methods and techniques of foreign languages teaching and proposes a set of solutions allowing finding an individual approach to each student. For instance they adopted NLA principles, UMIN methodology and the "direct method" while rejecting the very idea of cramming vocabulary and grammar rules independently of spoken speech practice and avoiding translating into the native language. The underlying method is creating an atmosphere of authenticity in the classroom in order to develop a procedural (implicit) memory rather than a declarative (explicit) memory thinking that the explicit will never evolve into the implicit. The authors suggested considering oral speech practice as a priority and most frequent activity for the purposes of teaching perceived pronunciation. Students immediately hear real-life speech and adapt to it, then read the rules regarding the sound production by the organs of speech, which contributes to self-correction that combined with the teacher's corrections leads gradually to adequate sound production. To sum up, the use of traditional methods helps to learn grammatical structures and vocabulary rather than communication but using a neurolinguistics approach lets students to focus on the form rather than the use of the language.

Fidinillah (2018), suggested a study about the effects of Neurolinguistic Programming (nlp) methods towards students' Speaking Skill where the main objective was to investigate the effects of Neurolinguistic Programming (NLP) method towards students Speaking Skills at Madrasah Ibtidaiyah Saadatuddarain 2 Tangerang Selatan. The researchers used purposive sampling techniques to 60 out of 300 students of grade V in the school year 2015-2016. The method used was a survey with a correlational

technique. The instrument included one test to analyze the data quantitatively and assess the students" speaking skill. There is a positive and significant impact of students that learn using the NLP method in the ability of speaking English. Furthermore, α = 0.05, df = 19, and t-table = 1.73, while tcount = 9, 26. Thus tcount> t-table, this means that H0 is rejected and H1 is accepted, concluding that NLP method affects positively and significantly to the students" speaking English ability compared with conventional method. In any case the use of neurolinguistics programming methods improves students' learning outcomes creating an ability to speak better in a freeway.

Farahani (2018) conducted a project to investigate the effect of NLP techniques on reading comprehension of English as a Foreign Language (EFL) learner at English for Specific Purposes (ESP) course. To develop this investigation they choose two intact classes of students to form an experimental group (n=30) and a control group (n=30). A reading pretest (based on the course content) was given to all participants. The sensory learning styles of the participants were diagnosed using Reid's (1987) learning style questionnaire, and the participants in the experimental group were familiarized with NLP techniques to be able to implement these techniques in their reading. In the control group, the conventional approach to teach ESP reading was used. Considering the analysis of posttest results through ANCOVA, it was found that implementation of NLP techniques can have significant effect on reading comprehension of Iranian undergraduate EFL learners.

Carey, Churches, Hutchinson, Jones and Tosey (2018) had the same aim of helping teachers who had been involved in Northumberland Local Authority's 'Thinking for Learning' programme a few years ago to see how they might spread these approaches amongst colleagues and schools, and at the same time develop their professional influencing abilities using NLP. The project encouraged participants to test, particularly, the use of influential language to see if such approaches helped to ensure that the children and young people involved were able to make and understand meaning and, as a result, were motivated to explore and learn more. The training was targeted at pre-threshold teachers out of a desire to encourage distributed leadership. A first cohort was drawn from schools where this approach to leadership was evident in existing practice.

The second cohort was created by open enrolment. All participants were required to undertake a small-scale action research project, and to write up the outcomes of that project as an account of practice. To ensure a consistent approach, we chose to use the General Teaching Council of England (GTCE)'s Teacher Learning Academy (TLA) framework (GTCE, 2008a; 2008b) as a process structure. This meant that, should the teachers wish, they could submit their write-up to the TLA for professional recognition of their work. So far three teachers have submitted their work and achieved accreditation at Level 1. One teacher has taken this further and is currently engaged in a Master's program at the University of Newcastle that is focused on the theory and practice of NLP in the primary classroom. Finally, researchers conclude that NLP offers tools and practices for anyone to stimulate their system intelligence helping students to acquire the language in an easy form.

Ahmad (2018), in his study aims to determine modelling techniques in Neuro Linguistic Programming (NLP) in reducing the pronunciation errors of students. The researcher used a qualitative approach with descriptive methods. English education students who took the English Spelling Corner (ESC) program. This research data was obtained from observation, interviews and documentation. There were 6 samples taken from students who participated in the spelling corner program. The results of this study designated that in learning English pronunciation by using NLP modelling techniques, students are able to practice according to the right way. This technique is able to make students easier to pronounce English by modelling native speakers in the video material that has been prepared in the learning activity. With this technique students reduce errors and reinforce their pronunciation and are more self-assured.

Hamid and Marzieh (2017), proposed a study to investigate the effect of using Neuro-Linguistic Programming (NLP) techniques on English as a Foreign Language (EFL) teachers' reflective teaching, for instant 30 Iranian female EFL teachers were selected, they filled out a reflective teaching questionnaire as the pretest at the outset of the study and subsequently sat for an NLP workshop. At the end of the workshop, the teachers went back to their routine teaching program for 20 sessions and the researchers administered the same reflective teaching questionnaire as the posttest to the 30 teachers

after those 20 sessions. In order to test the null hypothesis a paired samples t-test was conducted. The results showed that there was a significant difference between the scores of the group at the pretest and posttest level (t=- 6.976, p=0.001<0.05) meaning that NLP does significantly improve EFL teachers' reflective teaching showing that NLP help teachers and students to develop understanding self-conscious and self-awareness.

Khalandi and Zoghi (2017), presented a study that attempts to investigate the impact of Neuro-Linguistic Programming (NLP) strategies and specifically Accelerated Learning on Iranian EFL learner's listening comprehension and detailed listening, to rich this purpose 30 Iranian EFL Learners were selected and divided into two groups 10-20, they took a VAK questionnaire and a pretest also were treated for 12 sessions ending with a posttest. On the sessions the experimental group watched short videos and mixed methods based on Accelerated Learning and NLP techniques, the control group a set of limited short videos was conducted. The results showed that the effect of accelerated learning on visual, auditory and kinesthetic learner's listening comprehension is 87, 93 and 85 percent respectively.

Ilyas (2017), started a research to find the relationships between Acquisition of Basic Skills and Neuro-linguistic Programming Techniques, due to this the researcher made a random selection of 8 participants giving them a pre and post- observation method to test the three NLP Techniques they wanted to study all of these using reading passages, writing paragraphs, face to face discussions to check eye contacts and kinesthetic skills for determining listening and speaking skills. Three NLP techniques were used to perform this experiment namely Anchoring (a mental trigger), Framing (recalling positive and negative emotions) and Mirroring (to build rapport and trust) all of them in three days, a triangulation was performed to obtain the validity of the data that was collected from all three NLP techniques. During the triangulation that was happening simultaneously through probe questions, the researcher however also used in close conjunction two other NLP techniques: Eye Accessing and Meta questioning. The framework of this study was thus limited to three NLP techniques initially and two other NLP techniques subsequently during triangulation, concluding that NLP techniques increase the intrinsic confidence level of learners and make them feel a desire for

change, helping students to develop basic skills in EFL and ESL situations building rapport and offering alternative learning strategies.

Ningsih (2016) researched and claimed two aims: the first to know that Neurolinguistic Programming Technique could improve students' speaking skill and the second to know the improvement of students' speaking skill using Neurolinguistic Programming Technique. To achieve that the researcher took two cycles with 24 students in total, each cycle consisted of two meetings. Each cycle had four steps: planning, action, observation and reflection. In collecting the data, the researcher used observation, interview, document and oral test (pre-test and post-test). In analyzing the data, the researcher used quantitative and qualitative data. The students' mean score of Pre-test was 65.33, it improved to 72.16 in cycle one and improved to 78.16 in cycle two. The atmosphere of the classroom became alive and the students were active during the teaching learning process. After all it is just to say that, NLP encourages students to be more enthusiastic and more active while learning a language.

Ramganesh and Paulraj (2016) guided a study where the principal objective was to diagnose the problems of std. IX rural students in English language learning and to determine the effect of Psycho NLP on spoken English of rural students because students at rural high schools were not trained to speak in English, they selected 24 rural-government school students of IX std., single group pretest and posttest design was adopted for this study. Students' problems in language learning were assessed with Diagnostic Assessment Scale (DAS). Based on the students' language problems, the content was prepared and integrated in the experimentation. A model "Technology Enabled Psycho-NLP" was developed by the researchers based on literature and studies reviewed that have positive outcomes in NLP. At the end of the experimentation Spoken English of the students was assessed with Spoken English Assessment Scale (SEAS). The result of the study revealed that students taught through the strategy had significant improvements in Spoken English.

Ayesha (2016) conducted an experiment to cast light on what has been undertaken to see whether Neuro-Linguistic Programming (NLP) has any positive effect over augmenting academic speaking of the students. Nine students, all MSc final year students from the

domains of Microbiology, Genetics, Biochemistry and Nutrition, participated in the research study. The research took six days, starting with a pre-test the first day. The second and third day students were asked to use academic topics to talk in groups; the fourth and fifth day students were trained on NLP techniques and were encouraged using them, so they were given the same academic topics that have conversational value to trigger/kick-start conversations in the group. And finally, the last day they were given a post-test. The researcher with the results obtained concludes that the techniques of Neuro-linguistic Programming make students introspect and reflect over their own thinking processes. These techniques make students involved with the self in a better way and also collaborate with peers in an amicable and effective way in order to make their speech processes better. It was observed that students help students enhance their speaking performance by acquiring a spontaneous expression while expressing their ideas.

Lashkarian and Sayadian (2015), led a study where the main objectives of this study were to investigate the effect of NLP techniques on young Iranian EFL learners' level of motivation, learning improvement and teacher's success. Sixty students from a junior school in Iran were randomly assigned to two groups of thirty each. The experimental group was taught from the prescribed text aided by NLP techniques. The control group received no treatment. A questionnaire was administered to the two groups before and at the end of teaching sessions that lasted for twelve weeks, in the form of a pre-test and a post test. The results of the independent samples t-test and content analysis indicated that, the young Iranian EFL learners of English not only increased on their motivation level as a result of receiving NLP techniques, but showed a considerable improvement in EFL proficiency. The results emphasized the importance of NLP techniques in EFL settings by enabling the teacher to communicate better with students, strengthen the learning environment, and develop positive interaction that would increase academic effectiveness, motivation and proficiency of learners.

Alamdar and Karbalaei (2015), developed an study about the relationship between neuro-linguistic programming and anxiety and self-esteem among Iranian pre-intermediate EFL learners for that the researcher chose 66 learners and selects 4 classes,

to the control group they used old methods and for the control group they used NLP, before the treatment they gave the experimental group a demographic questionnaire, after six weeks the learner took a posttest and self-esteem questionnaire, for the result they used SPSS finding that, NLP can help to increase self-esteem in students having positive effects on learning EFL.

Pourbahreini (2015), in his investigation the effect of Neuro-linguistic programming approach (NLP) on enhancing grammatical knowledge of Iranian EFL learners at intermediate level with focus on the passive sentences, selected 60students from Elmi Karbordi University at intermediate level, they were divided in two groups, both of them received a pretest of English grammar proficiency, which was developed by the researcher. The experimental group received English passive sentences using NLP, and the control group was instructed in the traditional explicit tutorials. A paired-sample T test for the experimental group showed that they have significantly improved their knowledge of the English passive sentences. Also, the independent-samples test between the experimental and the control group showed significant gain for the experimental group. Concluding that, NLP techniques enable EFL teachers to teach grammar more efficiently.

Yameen and Iftikhar (2014), in their researcher paper Neuro-linguistic Programming as an instructional strategy in the context of language teaching, to enhance communication competence of language teachers, were the prime aim was examining its role in enhancing communicative competence of language teachers and investigating its effect on mode of language teaching in the educational settings. To achieve these, they selected 20 teachers and 20 students. The teachers were taught to become more aware of their students' representational styles and use them while communicating with them. Students were asked to rate their teachers on communicative competence scale before and after usage of NLP strategy. The results of the co- relational analysis and t-tests exhibited a positive association between communication competence and usage of NLP by teachers, resulting in more goal oriented and student centered language learning.

As a final consideration, the researchers and studies conclude that the use of Neurolinguistics Programming Techniques make English language learning and

teaching an interesting and amusing activity because it enhances personality, self-awareness and self-esteem to face the world with confidence because it develops positive mental attitudes in students that sometimes feel shy and nervous, built confidence in speaking increasing motivation to speak. NLP improves the teaching learning process bringing a positive learning environment not only for students but also for teachers.

2.2. Theoretical basis- Independent variable-Neuro-linguistic Programming

2.2.1. Theoretical and philosophical bases

Starting from the point that Neuro-linguistic Programming has an intellectual history and philosophical bases, the developers of NLP analyzed and joined different threads to create this wide mat called NLP:

Neuro-linguistic Programming starts from the foundations of constructivist theory, which defines reality as an invention and not as a discovery. It is a Psychic Construct of Grinder and Brandler based on the fact that human beings do not operate directly on the real world in which they live, but rather through maps, representations and models, from which they generate and guide their conduct. These representations, which also determine how the world is perceived and what choices will be perceived as available in it, necessarily differ from the reality they represent. This is due to the fact that, when transmitting his representation of the world, the human being has certain limitations, which are derived from the neurological conditions of the individual, from the social situation in which he lives and from his personal characteristics. Cox et al (2014)

William James was an American Philosopher and Psychologist known for developing the theories that gave rise to Pragmatism. He was one of the first Psychologists who spoke of our subjective experience in time, as opposed to what time is by it, and his work is the closest thing to the predecessor of what time lines are in NLP. James looked at the experience from within, not as objective information that can be measured by an observer, but what the experience would be like from another point of view. He was one of the pioneers who validated the subjective experience. James (2007)

Korzybski founded a discipline called General Semantics, to be able to talk about the process in which the world was always changing, it was different, without freezing it with the structure of the language that existed and was used. He was the first to use the word Neurolinguistics in 1933. He also created the phrase: "The map is not the territory", where, in other words, the map (language) is not what mapped (experience) is. Words are not the objects they represent, they only indicate the structure of an experience, since words are very limited compared to the experience itself and confusing the two leads to pain and frustration. Korzybski made numerous distinctions in language and his writings between map and territory differences are very crude, in how we create maps of reality with our language and then we have the map of real reality. A map can always be true; it is more or less useful. Korzybski's work is one of the foundations of the NLP language model. Korzybski (2013)

Paul Watzlawick, Philosopher, Psychologist and Sociologist, one of the pillars of Communication Theory, together with Gregory Bateson, Jay Haley and Don Jackson - This team from the Palo Alto Institute for Mental Research (USA) establishes the following axioms of communication: first, it is impossible not to communicate because all behavior is a form of communication; second, all communication has a content level and a relationship level, in such a way that the latter classifies the former and is, therefore, a metacommunication; third, the nature of a relationship depends on the score of the communicational sequences between communicating people; fourth, human communication involves two modes, digital (what is said) and analog (how it is said); and fifth, communicational exchanges can be both symmetrical and complementary, that is, according to Watzlawick, the reality of each human being is an interpretation constructed by and through communication. We build the world as we think we perceive it. In his role as a psychotherapist, where he contributes the so-called brief therapy, he generates a new point of view by addressing in the patient the way in which problems appear rather than their reasons. Said patient is locked in a systematized construction of reality, which constitutes his world, and the Austrian's proposals consist of changing that construction, modifying the way he sees the world and his fellow human beings and the way of approaching them. Watzlawick et al (2011)

Perls (1993), basic idea was that psychotherapy should not only aim to help people adjust to living in society but should be a vehicle for personal growth and a way of integrating mind and emotion. He believed that people should trust their own instincts and enjoy their experiences. He was one of the first therapists to use the idea of representational systems in therapy: visual, auditory and kinesthetic, he also used parts of the personality model, since he believed that one of the goals of therapy was to make these parts live together and in harmony.

As a final comment, it is important to mention that Neuro-linguistic Programming is a communication system that provides you with tools and skills for the development of states of individual excellence, in addition it also establishes a system of empowering beliefs and assumptions about what human beings are, what communication is and what the change process is all about. On another hand, NLP is about self-discovery, exploration of identity and mission. It also provides a framework for understanding and relating to the "spiritual" part of the human experience that goes beyond us as individuals to our family, community, and global systems. NLP is not just about competence and excellence; it is all about wisdom and insight.

2.2.2. Language learning

The study of learning has been of great importance giving that Education and Psychology are closely interrelated, it is considered that learning is a process of training the mind that contributes to develop imagination, memory and thinking based on developmental theory which maintains that man is good by nature and tends to perfection, learning contributes, especially during childhood, to shape and direct the life of the human being since learning as a result of the formation of connections between stimuli and responses is seen as the product of a reorganization of perceptions and formation of new relationships. (Padilla G, 2015) state that:

> Learning is a central concept for psychology, not only in terms of the theories that try to explain animal and human behavior, but also about various fields of application of knowledge, such as education and health, among others. In this sense, it could be said that learning is used with great profusion in everyday language. (pag. 11)

The human being by nature is curious and competitive, qualities that philosophically favor learning, not only meeting their needs with this, but also seeking and provoking solutions. Whenever someone talks about the acquisition of new knowledge, skills or abilities, it is about learning.

In the human being, the learning capacity has come to constitute a factor that surpasses the common ability in the same evolutionary branches, consisting of behavioral change depending on the given environment. Indeed, through the continuous acquisition of knowledge, the human species has achieved to some extent the power to become independent from its ecological context and even to modify it according to its needs.

2.2.3. Learning styles

Learning styles are cognitive, affective and physiological traits, which serve as relatively stable indicators of way of perceiving, interacting and responding to their learning environments. Also, it is based on biological, emotional, sociological, physiological, and psychological characteristics. Everything that controls the way it is captured, understood, processed, stored, remember and use new information or learning.

> (Pashler et al., 2009) Learning style is the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information, the interaction of these elements occurs differently in everyone. Therefore, it is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long term memory and retention. To reveal these natural tendencies and styles, it is important to use a comprehensive model of learning style that identifies each individual's strengths and preferences across the full spectrum of physiological, sociological, psychological, emotional, and environmental elements. (pag 3)

It is known that each person uses their own method when they want to learn something. Therefore, a set of learning strategies are required that help to affirm, in a more efficient way, the knowledge that is intended to be acquired. Although, the specific strategies used vary depending on what is desired learning, each person tends to develop global preferences. Those preferences or tendencies to use certain ways of learning more than others make up our learning style.

The concept of learning styles is directly related to the learning idea understood as an active process. If learning is understood as the preparation of the received information seems evident that each one will elaborate and relate the received data based on their own characteristics.

The learning process consists of a cyclical process made up of four differentiated stages. People have been found to focus more on one certain stage of the cycle, so that there are clear preferences for one or the other stage. Depending on the dominant stage, we can speak of four styles of learnings (Pashler et al., 2009):

- **Active learning:**

People who prefer this stage are usually open-minded, little skeptical and enthusiastic about new tasks. They are motivated by challenges and get bored with long deadlines. They tend to prefer group tasks to individuals as they are easily involved in the affairs of others.

- **Reflective learning:**

This type of learning is typical of prudent people. They consider all the alternatives before taking a move. They collect data and analyze it before reaching a conclusion. They enjoy watching the performance of others; listen and they don't intervene until they are sure. They create a distant and condescending ambient air around the class.

- **Theoretical learning:**

First of all, they seek rationality and objectivity. Observations are adapted and integrated within coherent theories. Problems tend to be approached in a staggered vertical manner, by logical stages. It is a learning characteristic of perfectionist people, who like to analyze and synthesize the information they receive.

- **Pragmatic learning:**

The key point of pragmatism when it comes to learning lies in the practical application of ideas. The positive aspects of the new ideas and every opportunity are taken to experiment with them.

2.2.4. Neuro-linguistic programming

Education is nourished by different theories in order to obtain better learning results, leading to the investigation of techniques that allow the brain to reach levels of complexity to decode the shared knowledge. Neuro-Linguistic Programming has become a fundamental element for learning different languages. Below are presented some concepts to help understand its importance.

NLP can be viewed as the operating manual for people's minds that can guide us through the necessary steps to reprogram our processing mechanism. Qualified Psychologist s also appreciated that development of worthwhile skills; quality teaching and significant practices were possible through NLP training. For a better understanding of the concept of Neurolinguistics Programming it is necessary to divide it into three parts Jose & Dean (2015):

- Neuro: (from the Greek Neuron, which means nerve) represents the basic principle that all behavior is the result of neurological processes.
- Linguistics: (from the Latin Lingua, which means language), indicates that the nervous processes are represented and organized sequentially in models and strategies through the language and communication system.
- Programming: refers to the process of organizing the elements of a system (sensory representations), to achieve specific results.

NLP is the study of human excellence, because it gives the opportunity to continually grow in emotional, psychological, intellectual, artistic, social and economic aspects; at the same time, you contribute positively to the progress of others. These aspects have a high value in the educational field, because from there comes the idea of using NLP as a strategic tool to improve the effectiveness of the teaching-learning process. "Neuro-Linguistic Programming is the discipline whose domain is the structure of subjective experience. It makes no commitment to theory, but rather has the status of a model – a set of procedure whose usefulness not truthfulness is to be the measure of its worth" Pashler et al (2009)

Neurolinguistic Programming starts from the foundations of the constructivist theory, which defines reality as an invention and not as a discovery in which the human being does not operate directly on the real world in which he lives, but rather through maps, representations and models, from which it generates and guides its behavior. These representations, which also determine how the world is perceived and what choices will be perceived as available in it, necessarily differ from the reality they represent. This is due to the fact that the human being, when transmitting his representation of the world, has certain limitations, which are derived from the neurological conditions of the individual, from the social situation in which he lives and from his personal characteristics.

2.2.5. Characteristics of Neurolinguistic Programming

The power to communicate effectively with people allows expanding and enriching the models of the world that are based on personal experiences. Achieving it has only one objective: to make life more satisfying and profitable. In this sense, effective learning can also be achieved which is based on certain characteristics (Yameen & Iftikhar, 2014)

- It brings with it the possibility of helping human beings to grow, resulting in a better quality of life.
- It presents a practical and powerful approach to achieve personal changes because it has a series of techniques that are associated with each other to achieve a behavior that you want to acquire.
- It is conceived as a powerful communication, influence and persuasion tool, since, through the communication process, the brain can be directed to achieve optimal results.
- It is essentially modeling. The specialists who developed NLP studied those who did excellent things, found what their formula was, and provided the means to repeat the experience.
- NLP is an attitude. The attitude of "I'm going to make it" with enormous unstoppable desire.
- It goes beyond a simple set of tools. It originates from linguistics, gestalt therapy, general semantics, and transactional analysis, bodily, cognitive and emotional

domain.

NLP helps the human being grow as an emotionally balanced individual, leading to personal changes focused on the communication process in all areas, using tools and techniques that improve the quality of life by changing the attitude in most cases. Due to this, it must be developed through a process that facilitates the achievement of learning objectives, making the human being a person capable of overcoming internal fears, using the brain as the main tool for attitudinal change.

2.2.6. Principles of neurolinguistic programming

Neurolinguistic Programming offers a way of thinking about itself, it appears as a training model established over time, accumulating knowledge and experience. The means to channel the information are the senses: visual, auditory, tactile, olfactory and gustatory, which will be interpreted and decoded with human filters; this information is omitted, generalized or distorted, highlighting that each person responds in a different way to the same stimuli.

As Ahmad (2018) mentioned in his study The Communicative Teaching of the Language, NLP is based on five basic principles:

- **Know Your Outcome**

You need to know your outcome. Knowing your outcome is important but it is even more important to ensure that your outcome is well thought out and will be useful.

- **Take Action**

While this might seem self-evident, many people do not do that. They make up excuses, or give excellent reasons for why sitting around and doing nothing is the right thing to do. NLP is all about making things happen, for you or for others. Things seldom happen when nothing is done to expedite an outcome. Rarely has somebody achieved anything by sitting around pitying themselves, because nothing is happening. So, feel free to take action now.

- **Sensory Acuity**

When someone is talking to another person, that person is talking to himself at the same time, and once the person takes a breath, he or she takes that as an invitation to give an opinion. Rarely has that elicited effective change in anyone. Sensory acuity, noticing those minute shifts and changes in others, is only possible when you are paying absolute attention to the person.

- **Behavioral Flexibility**

If what you are doing is not working, anything else has a better chance of working, so change what you are doing and try something else. Many times we just stubbornly repeat the same thing, yet that has already proven not to work. The more flexible you are in your own behavior, the more you are controlling the situation you are in, and the better you become as be a communicator in general.

- **Physiology of Excellence**

Operating from a totally resourceful state will empower you, and as states are quite contagious, it will also empower whoever you are with. If you are not feeling too hot, change that, by adopting a physiology of resourcefulness and firing off anchors that make you feel good.

2.2.7. Neurolinguistic Programming Techniques

The teaching methods of Neuro-Linguistic Programming are based on communication whose primary objective is to create a condition that motivates students to learn. Some techniques described below allow us to understand how NLP helps in the teaching-learning process of the English Language. According to Yameen and Iftikhar (2014) there are some techniques that help students to acquire and learn a second language in an easy form:

- **Anchoring**

This Neuro-Linguistic Programming Technique is useful to regenerate a resourceful emotion. You work on recreating the emotion while associating it with physical action. Anchoring creates an association with the emotion and the chosen physical action.

- **Creating rapport**

Rapport is the sense of ease that develops when people are interacting with others they feel comfortable with, and is essential for meaningful communication to take place. Rapport is most likely when like-minded people interact. In the classroom, mingle and 'getting to know you' activities, as well as continuous negotiation between teacher and students foster rapport, while communication gap activities and group work reinforce it.

- **Mirroring**

One way of establishing good rapport is to mirror the behavior of those we wish to influence or to be influenced by. Mirroring of posture, gestures, facial expressions and even breathing can easily be practiced in the classroom, while simple drilling achieves the same results with phonological features of connected speech and key lexical phrases. To achieve natural communication, verbal and non-verbal aspects need to be combined in communicative activities. Learners may be asked to mirror the behavior of characters on television before mirroring each other and the teacher.

- **Maintaining flow**

NLP fits in nicely with 'Flow Theory', the notion that learning flows like water and that the best learning takes place when uninterrupted. For the purposes of lesson planning, flow is achieved when there is a balance of skills development and new challenges, clear task goals and the need for concentration. Successful learning takes place when learners feel a sense of control over what is happening in the classroom, do not feel self-conscious, and receive positive feedback from each other and the teacher.

2.3. Theoretical basis- dependent variable-Speaking Skills

2.3.1. Communication

The human being has developed his species thanks to communication that has become an essential part of life, with the evolution of it has been the creation of different languages which has led man to promote the learning of different languages to improve efficient communication between different societies. Watzlawick and others (2011) said that "Communication is simply the act of transferring information from one place, person group to another". These researchers also mention some categories:

•Spoken/oral or Verbal Communication, which includes face-to-face, telephone, radio or television and other media.

•Non-Verbal Communication, how we act using body language or gestures. Using for example different the tone of voice can give clues to mood or emotional state.

•Written Communication: This includes letters, e-mails, social media, books, magazines, the Internet and other media.

•Visualizations: graphs and charts, maps, logos and other visualizations communicate messages.

2.3.2. Oral communication

Oral communication appears as a human need to express their feelings, desires, and emotions, among others. Communication is sharing with other individuals, however ideas must be expressed clearly and concisely so that the message can be decoded and understood. Oral expression is essential in almost all daily activities of life, teaching English as a foreign language is a branch of communication that requires this element to reach the learning objectives.

> Oral Communication Definition: In oral communication, spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking. Oral communication means spoken communication or communication through speech. (Oviedo, 2007)

Therefore, oral communication is a process of interrelation in which a sender transmits an oral message to a receiver who has to encode the message by developing this process as many times as necessary to specify an idea or thought and generate knowledge.

2.3.3. Communication process

The author Germán (2003) states that: "The learning of a discipline of the human, social and organizational sciences must be carried out in the real context of the development of the discipline ".

Figure 1: Communication process
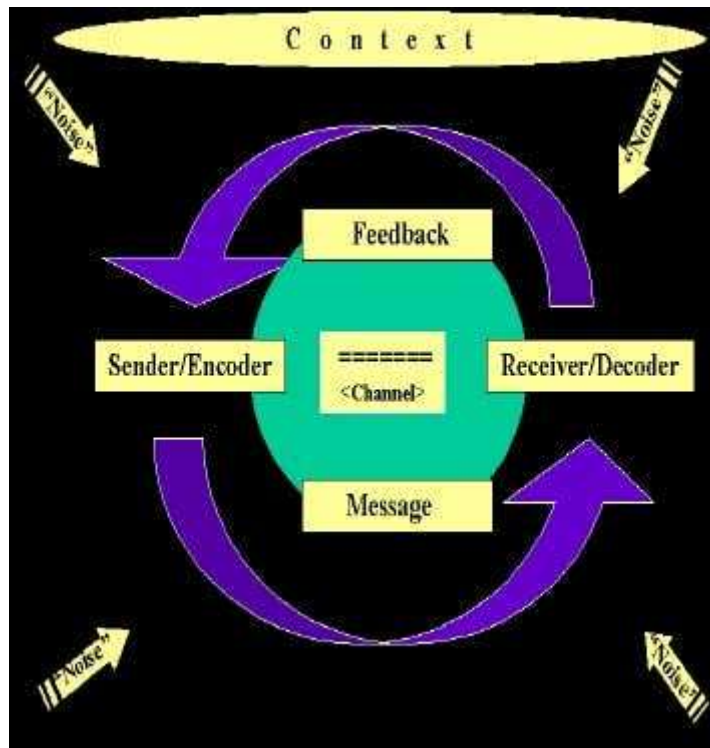
Source: (Germán H, 2003, pág 15)

- **Distinguish parts in this process Germán (2003) :**
  - Sender: The person who conveys the message with the intention of passing information and ideas to others.
  - Ideas: This may be an opinion, attitude, feelings, views, orders, or suggestions. The subject of the conversation.
  - Encoding: Since the subject matter of communication is theoretical and intangible, its further passing requires use of certain symbols such as words, actions or pictures.
  - Communication Channel: The information is transmitted to the receiver through certain channels which may be either formal or informal
  - Receiver: The person who receives the message or for whom the message is meant for.
  - Decoding: The person who receives the message or symbol from the communicator tries to convert the same in such a way so that he may extract

its meaning to his complete understanding.

- Feedback: The process of ensuring that the receiver has received the message and understood in the same sense as sender meant it.

2.3.4. Oral language components and areas

Students need to learn how to carry on a good conversation with adults and peers for that there are some areas and components they have to develop as Ningsih (2016) stated:

- Semantics: Developing meanings for the words they hear and say in their conversations with others.
- Syntax (also known as grammar): Learning the rules of how words are linked together.
- Morphology: Figuring out how to manipulate the smallest units of meaning in the language called morphemes. The word preschool, for example, has two morphemes: pre (meaning before) and school.
- Phonology: Understanding the sound structure of language. From birth onward (or even before) children are learning all the sounds or phonemes of their language.
- Pragmatics: Understanding the social uses of language and basic social rules like saying "hello" and "good-bye," saying "please" and "thank you," and taking turns in a conversation.

Once the knowledge has been updated and improved, it can be applied in different situations of daily life in order to solve any difficulties. Learning an L2 does not only involve memorizing information, but processing it and during this process other cognitive functions are required such as: knowing, understanding, synthesizing, analyzing and evaluating.

2.3.5. Interaction

Human beings establish relationships with others through interactions, understood as social processes. Regardless of who or what initiates the interaction process, the result is always the modification of the states of the participants who by the use of communication refer to each other. Interaction, in addition to being closely related to communication in educational environments, it is also linked to socialization processes

in general, as well as to the way in which communication actors construct their dialogue and erect themselves in members of a community. Socialization implies the ability to relate to others, incorporate the rules of the environment, negotiate them and adjust them to their needs. In communicative terms, socialization supposes that the subject has the mechanisms necessary to send and receive information, to interpret and mean it. All of it, because the human being does not realize himself alone but in the midst of other individuals with whom interacts.

> All this is necessary, because the pedagogical interaction in the university runs through all the paths of meaning. The meetings in the classroom tend to audio-visuality. The research of professors and students is essentially gestated within writing and reading, the information of knowledge reaches us mainly in written texts, and even the visual reports to which we have access, despite a great orality, have been originated in written texts. (Oviedo, 2007)

According to studies on second language acquisition, the interaction plays a crucial role in the language learning process as the conditions necessary to promote language learning revolve around interaction. The first condition to favor the effective acquisition of a foreign language is to offer the learner rich and varied language samples that are understandable and contain elements that are new or unfamiliar to him / her in a relaxed atmosphere. But in addition to this input, the student will need opportunities to experiment with the language and to be able to produce messages that are understandable, and where possible correct and appropriate to the conversational context.

The interaction brings together these two necessary conditions (reception comprehensible input and output production) to encourage acquisition. Depending on the task and the communication context, the interaction arises sequences of negotiation of key meaning in the learning process, in that unknown linguistic elements receive full attention from the learner. In this attempt to communicate (to understand and express messages) in the target language, the learner will resort to the use of strategies, both understanding as production, to be able to interpret and produce properly various meanings. It is important to emphasize the importance that the use of the target language in a social and authentic context has in the process of language acquisition. In this sense,

in order to adequately interpret and create meanings in a communicative event held by representatives of different linguistic and cultural communities, it will be essential to have knowledge, skills and attitudes of an intercultural speaker.

- **Types of interaction**

It is a skill based on the communicative activity carried out by two or more participants who influence each other, in an exchange of verbal and non-verbal actions and reactions. The interactional use of language, oriented towards social relationships, is complemented by transactional linguistic use, oriented towards the exchange of ideas. An everyday conversation, a work meeting, a class, a greeting or a game of cards, for example, are interactions.

As the word itself indicates oral interaction, it intends for there to be a fluid interaction of information between students, student-teacher or in a group, of a language to allow them to grow not only linguistically but personally.

Khoiriyah (2018) mentioned in his research three types of interaction:

- **Teacher-student**

The teacher is the main character in this part; he gives the questions, answers and discussion sessions to increase the capability of students in speaking English. Also, in this kind of activity the teacher can give explanations, correct mistakes, give information, ask questions and clarify some ideas.

- **Student-student:**

Students are the main characters because they have to communicate with each other and practice what they have learned. But they are always going to be guide by a teacher.

- **Group:**

Working in groups students could correct and discuss the topics more broadly, and students could share their opinions, exchange of ideas, and improve their students´ speaking skill. By working in groups, the students had a chance to make dialogues, communicate with each other among students, and had a more social learning environment.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

The current research was carried out at the Unidad Educativa PCEI Juan León Mera, which is in charge of educating people with unfinished education, trying to help students who work in the morning and in the afternoon. This institution belongs to Zona 3 from Ecuador, Distrito 1 from Ambato and is located in the Province of Tungurahua, Ambato City, Urban Area San Francisco, Rodó neighborhood on Lizardo Ruiz and Lalama streets; it has a total of 180 enrolled students, whose age ranges from 15 to 25 years old. The institution is located in a warm and temperate environment because it is located on the banks of Ambato River; its students are characterized by having a medium-low socioeconomic situation, workers and children of farmers residing in the rural area of Ambato.

3.2. Material and Equipment

For the development of this research, a series of resources were required, which achieve the proposed objective, for that the most relevant are highlighted below:

3.2.1. Human Resources

It requires the support of the authorities, academic and administrative staff, who work in the Unidad Educativa PCEI Juan León Mera; In addition, it is necessary to use the professional experience of the tutor –Dr. Edgar Encalada.

3.2.2. Institutional Resources

Unidad Educativa PCEI Juan León Mera belonging to Tungurahua (Zona 3) Distrito 1 of Ambato.

3.2.3. Equipment and materials

The following equipment and materials were estimated for the execution of the investigation.

Tabla 1: MATERIALS AND EQUIPMENT

Materials and equipment
Technological-Telecommunications::
Laptop
Flash memory
Cell phone
Internet
Materials:
books
Photocopies
Bond paper sheets

Source: Carvajal (2020)

3.3. Research Method

This research used quantitative research to analyze the findings. Apuke, 2017 affirms that "Quantitative research involves the collection of data so that the information can be quantified and subjected to statistical treatment in order to support or refute claims of alternative knowledge" Therefore, the researcher used statistical methods to analyze the initial (pre-test) and final (post-test) results.

This study is non-experimental correlational. For this reason, this type of procedure is taken when the subjects to be investigated cannot be randomly assigned. Correlational research is considered non-experimental because it focuses on the statistical relationship between two variables but does not include the manipulation of an independent variable. More specifically, in correlational research, the researcher measures two variables with little or no attempt to control for extraneous variables and then assess the relationship between them Jhangiani et al., 1994.

There is a 2th BGU course in the institution. Therefore, no type of randomness can be used between the subjects to be investigated. Sections already established will be taken, the non-experimental situation or called committed designs, which are satisfactorily applied in educational research. This is due to the fact that this type of environment does not allow the selection of the sample in a random way, since in the Institution it is difficult to handle randomness and in this case due to the number with which they are handled.

3.4. Hypothesis- Research Question- Idea to Defend

For the current study, the statistical T or T student test was used to determine if there is a significant difference in the pre-test and the post-test. Garth, 2008 indicates that researchers can have the same subjects to investigate by taking the same instrument at two different times to determine how stable their responses are. This to the fact that it allows to identify a variation mainly in the means of the data obtained, which identifies whether the applied study has been successful or not. However, a test to validate the applied instrument was carried out for this statistical test. Validating an instrument allows us to identify that the data have the same distribution and that when applying the test the data can be verifiable and real. For this case, the Shapiro Wilk validation test will be used, the same one that allows determining if the studied data correspond to a normal distribution in obtaining the arithmetic means, since the study sample is less than or equal to 30 individuals. Tarasinska, 2016 mentions that Shapiro Wilk test tries to reject the null hypothesis at the significance level.

For this, the hypotheses of the research are disclosed:

H1: The uses of NLP techniques develop the speaking skills among students of 2th BGU.

H0: The uses of NLP techniques do not develop the speaking skills among students of 2th BGU.

In order for to decide which hypothesis was selected as true, it was based on the following criteria:

If the probability obtained P-value $\leq \alpha$, H0 is rejected (H1 is accepted)

If the probability obtained P-value$> \alpha$ H0 is not rejected (H0 is accepted)

P - Value	0.000	<	α = 0,05

Once the statistical analysis has been carried out, it is accepted the alternative study hypothesis, which specifies that there is a significant difference between the evaluation criteria in the development of oral skills in vocabulary, grammar, interaction and understanding before and after applying the Neurolinguistic programming strategies.

3.5. Population or sample

The 30 students of the 2th BGU of the Unidad Educativa PCEI Juan León Mera have been considered, being the total universe used to carry out the research, the sampling formula is not carried out giving that mentioned population does not require because it is minimal. As Delİce, 2001 mentions, sampling techniques are a set of statistical techniques that study how to select a representative sample of the population, especially if it is large quantities.

3.6 Data collection

The initial data was collected through a pre-test to identify the level of the students in terms of speaking skills. While a post-test was used to show the level of students at the end of the process. It should be noted that for the preparation of the instruments, an operationalization of variables was carried out, which corroborated the structure and effectiveness of the evaluations and rubric to qualify them. **See annexes 1, 2, and 4**. These data showed how the initial results changed when applying neurolinguistics strategies, which are reflected in the final results. The pre and posttest were validated through the content validity technique in order to ensure if the contents immersed in them are in accordance with what is established. For this, 3 professionals who regularly teach in English Careers and Masters acted as experts to review the relevance and validity of these instruments. **See annex 3.** As well as in the pre-test and post-test, all the professionals agreed that the test should include 3 parts, the first teacher-student inaction with 4 back-up prompts, the second student-students interaction with 3 back-up prompts and finally, a group interaction with 4 back-up prompts. The evaluation rubric will contain 4 evaluation criteria vocabulary, grammar, comprehension and interaction in which the score 4 is the highest and 1 the lowest. All this due to, determine the level of students at the beginning and at the end of the investigation. According to what was mentioned, some neurolinguistics techniques (Anchoring, Creating rapport, Mirroring, and maintaining the flow) were implemented during a 4-month period, since november 9th until December 4th, to the 2th BGU students in the English hours on Mondays and Wednesdays, which is included in the planning. **See annex 6.**

3.7 Data Processing and Analysis

The current research has been developed through a type of quantitative, non-experimental investigation. For this type of analysis, Statistical Product and Service Solution (SPSS) version 22 was used. Garth, 2008, the internal consistency coefficient is an indicator of how well different tests measure the same problem. This author emphasizes the importance of internal consistency, since the reagents of a test have to be focused on the variables to be measured. The internal consistency shows an Alpha Coefficient for the pre-test of .35 and for the post-test of .11, which suggests that the reliability in both instruments is good.

3.8 Response Variables or Results

Table 2: T TEST

Statistics of paired samples

	Mean	N	Standard deviation	Std. Error mean
Final Grades Pretest	22,8667	30	2,94470	,53763
Final Grades Postest	40,2667	30	2,47656	,45216

Paired sample correlations

	N	Correlation	Sig.
Final Grades Pretest & Final Grades Postest	30	,516	,004

Paired samples test

	Matched differences			
	Mean	Standard deviation	Std. Error mean	95% confidence interval of the difference
				lower
Final Grades Pretest - Final Grades Postest	-17,40000	2,69866	,49271	-18,40770

Paired samples test

	Matched differences	t	gl	Sig. (bilateral)
	95% confidence interval of the difference			
	Upper			
Final Grades Pretest - Final Grades Postest	-16,39230	-35,315	29	,000

Source: Results of T test (SPSS)

With a confidence level of 95%, a significance level of 0.05 and with 29 degrees of freedom, a bilateral significance value of 0.000 has been obtained. Based on the statistical criteria of the T student test for this study, it is considered to accept the alternative hypothesis. This is because the bilateral singularity value or "P value" is 0.000 less than æ = 0.005.

CHAPTER IV

RESULTS AND DISCUSSION

The data of the current research have been processed by means of the Statistical Program SPSS Statics using descriptive statistics and the T student test for related samples. The study consisted of applying a pretest and a posttest to a group of 30 students in their English class.

The evaluation carried out on each student consisted of three parts, as well as for the "Pretest" and the "Posttest". Each part considered analyzing the level of English in terms of speaking skills of the students. The test was tested through a rubric made up of 4 evaluation criteria: Vocabulary, Grammar, Comprehension and Interaction. Each part was weighted with a maximum score of 4 points, which when added together by the number of parts for both the Pretest and Posttest gives 48 total points respectively.

In consideration of the above, the individual parts that make up each test were analyzed to determine the average and the individual statistical trend of each evaluation parameter in the students.

The graphs and data processed in the program are detailed below with descriptive statistical results:

4.1. Pretest results

Table 3: PRETEST PART 1

Statistics					
		Pretest Vocabulary	Pretest Grammar	Pretest Comprehension	Pretest Interaction
	Valid	30	30	30	30
	Lost	0	0	0	0
Mean		2,0667	1,8000	1,9667	1,8000
Median		2,0000	2,0000	2,0000	2,0000
Mode		2,00	2,00	2,00	2,00
Standard deviation		,58329	,40684	,18257	,40684
Variance		,340	,166	,033	,166

Source: Results of Pretest Part 1(SPSS)

Figure 2: Pretest Part 1 **Results** of Pretest Part 1(SPSS)

Analysis

In the first part of the Pretest Teacher-Student the expected average score (4), the 30 students evaluated achieved the following results. In the vocabulary evaluation criteria, the students obtained an average score of 2.1. At the same time, in the grammar evaluation criteria, the students obtained an average of 1.8. Consequently, on the comprehension evaluation criteria, the students obtained an average of 1.97. Finally, in the interaction evaluation criteria, the students in average obtained a score of 1.8 over the expected score.

Interpretation

It can be considered that students on average cannot exceed at least 50% of the development of oral competence in the English language according to the rubrics analyzed in the evaluation criteria, the best average score is vocabulary, taking into account that it is From an initial test, this result could be due to the fact that oral skills are not being adequately developed inside and outside the institution. Therefore this is corroborated with the average score obtained of 1.8 in interaction and grammar. This result helps us determine the purpose of the study as well.

Table 4: PRETEST PART 2

Statistics				
	Pretest - Vocabulary	Pretest - Grammar	Pretest - Comprehension	Pretest - Interaction
Valid	30	30	30	30
Lost	0	0	0	0
Mean	1,8667	1,8000	2,0000	1,8667
Median	2,0000	2,0000	2,0000	2,0000
Mode	2,00	2,00	2,00	2,00
Standard deviation	,57135	,48423	,00000	,34575
Variance	,326	,234	,000	,120

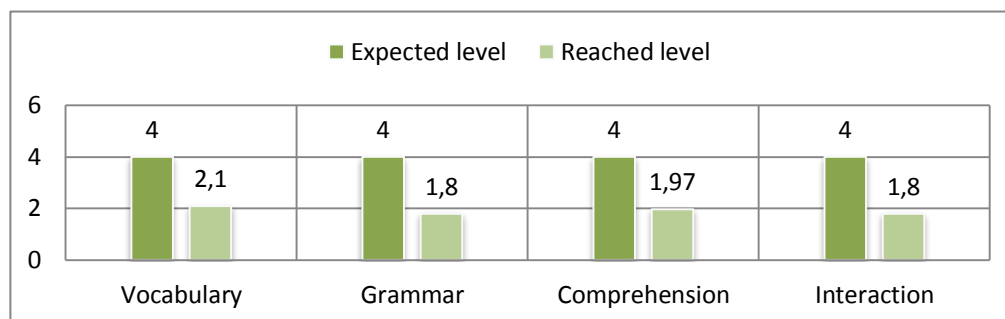**Source:** Results of Pretest Part 2 (SPSS)
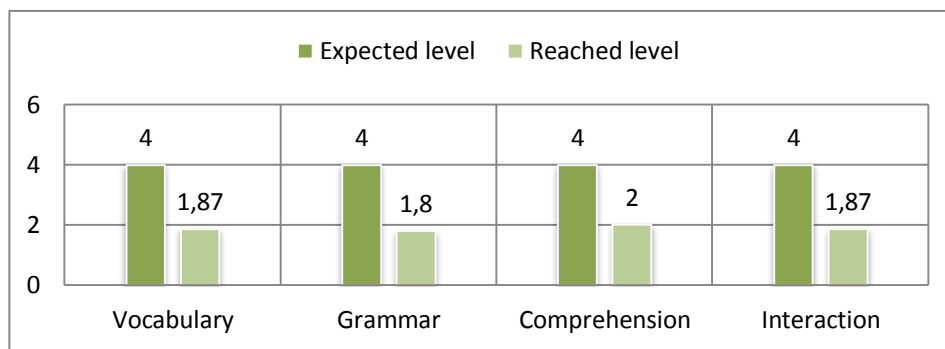
Figure 3: Pretest Part 2 Results of Pretest Part 2 (SPSS)

Analysis

In the second part of the Pretest Students-Student the expected averages score (4), the 30 students evaluated achieved the following results. In the vocabulary evaluation criteria, the students obtained an average grade of 1.87. At the same time, in the grammar evaluation criteria, the students obtained an average of 1.8. Consequently, In the comprehension evaluation criteria, the students obtained an average of 2.Finally, in the interaction evaluation criteria, the students in average obtained a score of 1.87 over the expected score.

Interpretation

It can be considered that the analyzed data continues with a normal distribution trend of evaluation. On average, vocabulary, grammar and interaction do not exceed a score of 1.8, which could denote a low level of development in speaking skills in the English

language. However, the highest score range was in Comprehension, which denotes that students assimilate the language but cannot transmit it clearly and accurately.

Table 5: PRETEST PART 3

| Statistics					
		Pretest - Vocabulary	Pretest - Grammar	Pretest - Comprehension	Pretest - Interaction
	Valid	30	30	30	30
	Lost	0	0	0	0
Mean		1,9000	1,8333	2,0000	1,9333
Mediana		2,0000	2,0000	2,0000	2,0000
Mode		2,00	2,00	2,00	2,00
Standard deviation		,60743	,53067	,26261	,25371
Variance		,369	,282	,069	,064

Source: Results of Pretest Part 3 (SPSS)
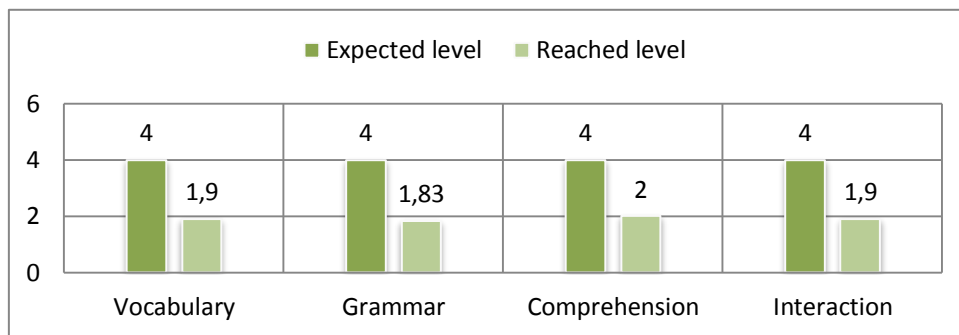
Figure 4: Pretest Part 3 Results of Pretest Part 3 (SPSS)

Analysis

In the third part of the Pretest Group of the expected averages score (4) the 30 students evaluated achieved the following results. In the vocabulary evaluation criteria, the students obtained an average score of 1.9. At the same time, in the grammar evaluation criteria, the students obtained an average of 1.83. Consequently, in the comprehension evaluation criteria, the students obtained an average of 2. Finally, in the interaction evaluation criteria, the students obtained an average score of 1.9 over the expected score.

Interpretation

It can be identified from the analyzed data that there is a small increase in the mean of the score values obtained by the students in terms of group interaction. This may be due to the familiarity between the students and the group activities that take place in class, but even the averages on the four assessment criteria are still low

4.2. Posttest Results

Table 6: POSTTEST PART 1

		Posttest - Vocabulary	Posttest - Grammar	Posttest - Comprehension	Postetst - Interaction
Valid		30	30	30	30
Lost		0	0	0	0
Mean		3,4333	3,2667	3,3667	3,3000
Mediana		3,0000	3,0000	3,0000	3,0000
Mode		3,00	3,00	3,00	3,00
Standard deviation		,50401	,44978	,49013	,46609
Variance		,254	,202	,240	,217

Note: header row "Statistics" spans all value columns.

Source: Results of posttest Part 1 (SPSS)
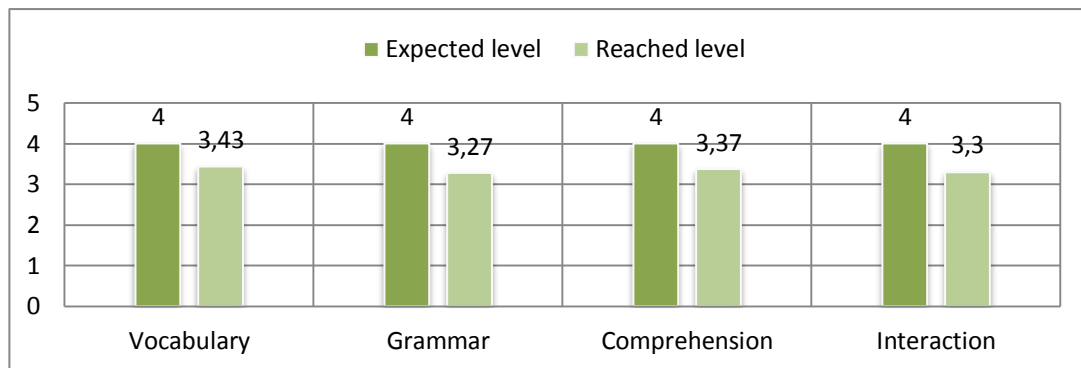
Figure 5: Posttest Part 1 Results of posttest Part 1 (SPSS)

Analysis

In the first part of the Posttest Teacher-Student the expected averages score (4), the 30 students evaluated achieved the following results. At first, in the vocabulary evaluation criteria, the students obtained an average grade of 3.43. At the same time, in the grammar evaluation criteria, the students obtained an average of 3.27. Consequently, in the comprehension evaluation criteria, the students obtained an average of 3.37. Finally,

in the interaction evaluation criteria, the students on average obtained a score of 3.3 over the expected score.

Interpretation

It can be found that based on the data obtained on average, the students exceed 50% of the learning level in relation to the data obtained in the pretest. So it can be said that the highest scores are for vocabulary and comprehension. This would mean that students have improved interaction with the teacher using vocabulary and grammar, demonstrating understanding when answering.

Tabla 7: POSTTEST PART 2

| Statistics				
	Posttest - Vocabulary	Posttest - Grammar	Posttest - Comprehension	Posttest - Interaction
Valid	30	30	30	30
Lost	0	0	0	0
Mean	3,5000	3,3333	3,1667	3,2000
Mediana	3,5000	3,0000	3,0000	3,0000
Mode	3,00[a]	3,00	3,00	3,00
Standard deviation	,50855	,47946	,37905	,40684
Variance	,259	,230	,144	,166

Source: Results of posttest Part 1 (SPSS)
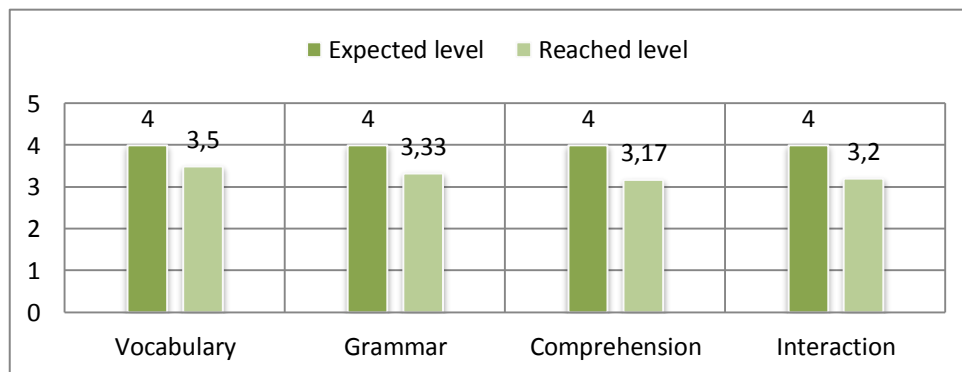
Figure 6: Posttest Part 2 **Results** of posttest Part 2 (SPSS)

Analysis

In the second part of the Posttest the expected averages score (4), the 30 students evaluated achieved the following results. At first, in the vocabulary evaluation criteria, the students obtained an average grade of 3.5. At the same time, in the grammar

evaluation criteria, the students obtained an average of 3.33.Consequently, in the comprehension evaluation criteria; the students obtained an average of 3.17. Finally, in the interaction evaluation criteria, students on average obtained a score of 3.2 over the expected score.

Interpretation

A trend of decreasing results is considered in the mean scores obtained in the second part of the evaluation. However, the vocabulary and grammar assessment criteria remain the highest score. In the same way, an increase in understanding and interaction among students is observed, showing that the strategies used in terms of the evaluation criteria have achieved an increase in the expected scores.

Table 8: POSTTEST PART 3

Statistics				
		Posttest - Vocabulary	Posttest - Grammar	Posttest - Comprehension	Posttest - Interaction
	Valid	30	30	30	30
	Lost	0	0	0	0
Mean		3,5000	3,3000	3,4000	3,5000
Mediana		3,5000	3,0000	3,0000	3,5000
Mode		3,00[a]	3,00	3,00	3,00[a]
Standard deviation		,50855	,46609	,49827	,50855
Variance		259	,217	,248	,259

Source: Results of posttest Part 3 (SPSS)
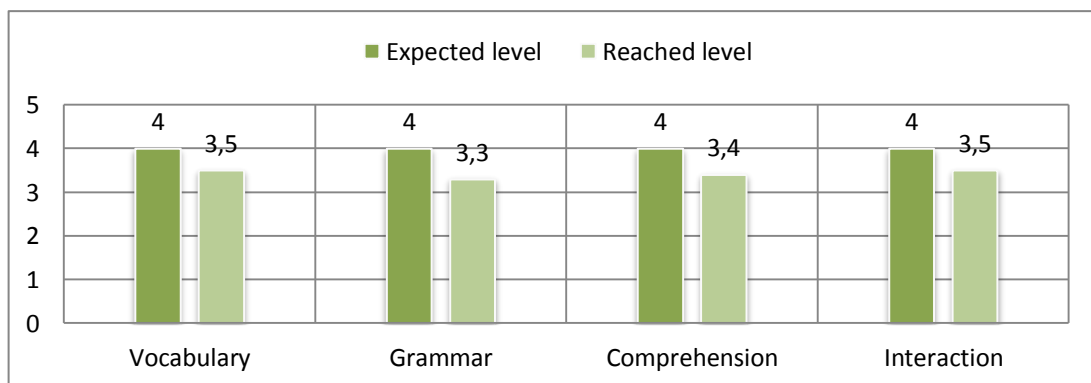
Figure 7: Posttest Part 3 **Results** of posttest Part 3 (SPSS)

Analysis

In the third part of the Posttest (Group) of the expected averages score (4), the 30 students evaluated achieved the following results. At first, in the vocabulary evaluation criteria, the students obtained an average grade of 3.5. At the same time, in the grammar evaluation criteria, students obtained an average of 3.3.Consequently, in the comprehension evaluation criteria; the students obtained an average of 3.4. Finally, in the interaction evaluation criteria, students on average obtained a score of 3.5 over the expected score.

Interpretation

It is identified that there is an increase in the mean score reached between the first part of the pretest and the last part of the posttest. In this case, the highest evaluation criterion with vocabulary and interaction, because when dealing with group interaction, students feel freer when speaking, giving to know that their development in oral skills has improved considerably.

4.3. Final Analysis pre and posttest
Table 9: PRE AND POSTTEST ANALYSIS

Statistics			
		Final Grades Pretest	Final Grades Posttest
	Valid	30	30
	Lost	0	0
Mean		22,8667	40,2667
Mediana		24,0000	39,5000
Mode		24,00	39,00
Standard deviation		2,94470	2,47656
Variance		8,671	6,133

Source: Results of pre and posttest (SPSS)
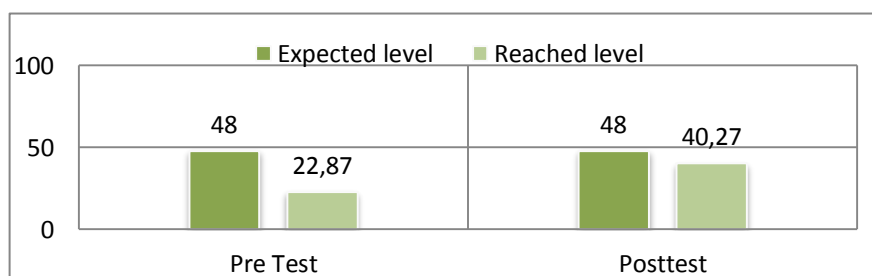
Figure 8: Pre and posttest analysis   Results of pre and posttest (SPSS)

Analysis

Of the 48 points expected in the pretest, an average score of 22.87 was obtained. On the other hand, in the post-test the expected score was obtained on average 40.27 in the global analysis.

Interpretation

Based on the data collected in the global scores, it can be identified that the data correspond to a normal and valid distribution applying the statistical test. The data verify that the students had a level below 50% of the expected score when applying the pretest, but exceeded 50% of the expected score when the posttest test was applied. This is due to the fact that the students participated actively in each of the activities used based on Neurolinguistic Strategies, for which there is evidence of an improvement in the development of oral skills, achieving a study that is feasible and verifiable.

4.4. Variations
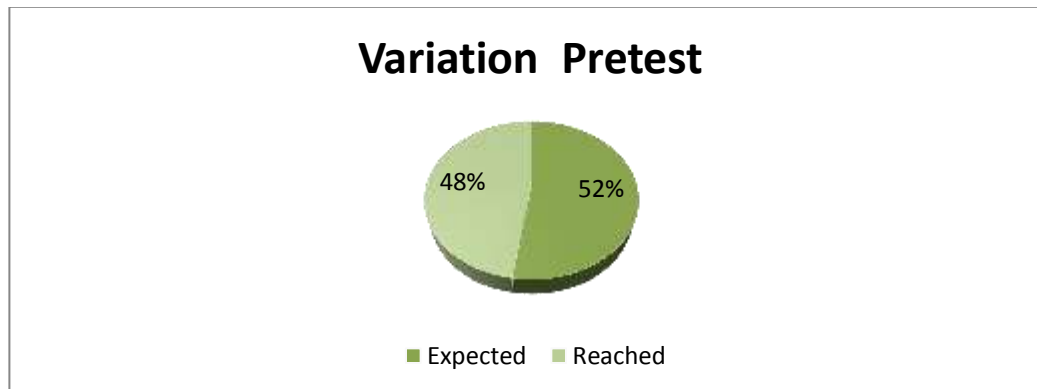
Figure 9: Variation pretest **Results** of variation pretest (SPSS)

Analysis and Interpretation

The figure represents the percentage obtained in the application of the pretest, which is 48%, that is, 22.87 points over 100%, that is, 48 points. This means that the students have a very low percentage regarding the development of speaking skills in the English language.

Variation Posttest
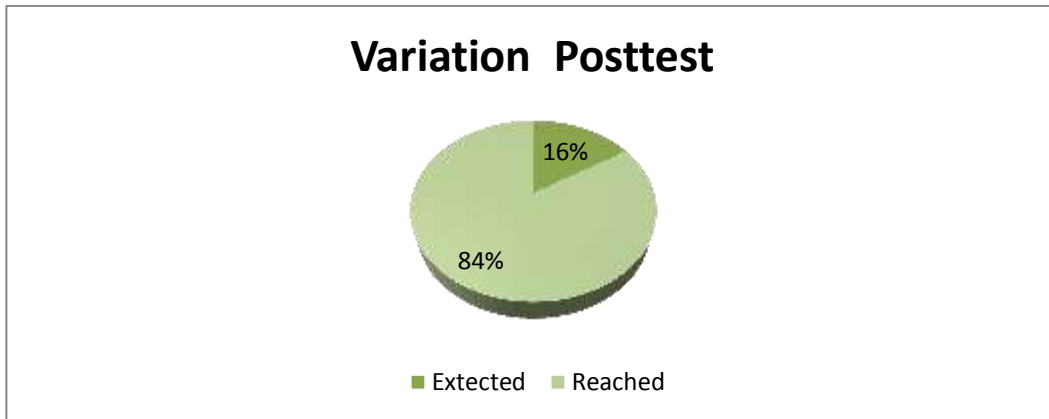
Figure 10: Variation posttest **Results** of variation posttest (SPSS)

Analysis and Interpretation

In this second graph, there is a considerable difference in the percentages obtained. It is then denoted that the percentage obtained is 84% that is to say that the average value of the score reached was 40.27 out of 48 possible points. This shows that the level in the post-test test has a considerable difference and supports the feasibility of the study.

Final consideration

As a final consideration, it can be said that, if a comparison were made by subtracting 52% from the average of the expected value of the previous test from 16% of the average of the expected value in the subsequent test, there would be a difference of 36%. Giving a concert that there is an increase in the level of knowledge and in the development of oral skills of the English language before and after applying the Neurolinguistic Strategies.

CHAPTER V

CONCLUSIONS

5.1 Conclusions

Based on research and the use of Neurolinguistic Programming Techniques in the development of oral skills in the English language in the students of the 2nd BGU from Unidad Educativa PCEI Juan León Mera, it can be concluded that:

- Neuro-linguistic programming studies how verbal and non-verbal communication affects our nervous system, and therefore, learning to direct our mind through internal communication with good language skills. Therefore, establishing Neurolinguistic Programming Techniques such as Anchoring, Creating rapport, Mirroring and Maintaining the flow, helps us to have a better control of ourselves, our emotions and our responses when expressing ourselves orally.

- The use of Neuro-linguistic Programming Techniques in the development of oral skills in the English language in 2nd BGU students improved the students' ability to speak, especially in the assigned evaluation criteria (Vocabulary, Grammar, Comprehension and Interaction). The students became more active and enthusiastic in the teaching-learning process. Through these techniques the students were able to express their opinion based on their own imagination, using a greater number of vocabulary words, helping the students to produce sentences orally with a correct grammar and structure. It can be seen in the students' score. The improvement was identified by Teacher-student, Student-student and group performances, which demonstrated a better understanding and interaction among these activities.

- The application of neuro-linguistic programming techniques during the learning process had a positive impact on the improvement of student learning outcomes. Because these techniques have the ability to develop oral dexterity better than the use of conventional or traditional methods. NLP strategies have the ability to

absorb the problems they encounter, make students feel safe, especially when speaking, increase motivation to speak, and also improve performance with thoughts that run through their own brains without any stimulation.

- After the implementation of the Neuro-Linguistic Programming Techniques in the development of oral skills in the 2nd BGU students, the class was more alive and active. It was observed during the teaching-learning process, when the researcher asked questions or assignments in groups that most of the students interacted with each other, some of them tried to answer the questions, although the researcher did not ask them to answer them. It looked very different before Neuro-Linguistic Programming Techniques were implemented because the classes were monotonous and passive; there was no interaction between the students and they hardly participated in the classroom activities.

5.2 Recommendations

The researcher would like to propose some recommendations

- To play a better role, English teachers must improve and play a better role in teaching by having a better understanding of new strategies and techniques such as NLP techniques, interesting techniques to attract students' attention and interest. So that students can easily understand the material. The English teacher must bring the situation to life and involve students in activities during the teaching-learning process.

- To develop better learning, students must be interested to learn English. They must actively participate in activities during class hours and also when doing their homework. Practice, especially in speaking skills, whether in English classes or at home, is very helpful in improving your pronunciation and interaction. Therefore, students will not be shy when it comes to interacting and giving an idea, they will not be afraid of making mistakes because mistakes are part of the learning process.

- To achieve better relevance the results can inspire other researchers to investigate more techniques that will be used not only in the development of oral skills but in the development of other skills. Because there is no perfect research to improve the acquisition and development of a second language in students. This research report can become the cornerstone for other researchers to conduct similar research that may become the answer to problems that have not been resolved in the research. They can also reference similar research on the same topic, but can be based on a qualitative or qualitative-quantitative approach.

- It is suggested that before doing research, you look for as many references and research as possible to help in the complete description of what you are going to discuss or what you are going to talk about in order to gain a broader knowledge of the subject in order to help students to better develop the acquisition of a second language.

5.3 References

Ahmad, Y. B. (2018). NLP MODELLING TECHNIQUE IN REDUCING PRONUNCIATION. English Language Teaching and Research, 2(1), 298–306. http://ejournal.unp.ac.id/index.php/eltar/article/view/102674

Alamdar, F. S., & Karbalaei, A. (2015). The Relationship between Neuro-Linguistic Programming and Anxiety and Self-Esteem among Iranian Intermediate EFL Learners. International Journal of Educational Investigations, 2(8), 108–130. https://www.semanticscholar.org/paper/The-Relationship-between-Neuro-Linguistic-and-and-Alamdar-Karbalaei/e16b7ca6c8ac8c6e58fd8fb84180363e6dbb0f9e

Alroudhan, H. (2018). The Effect of Neuro-linguistic Programming Coaching on Learning English. International Journal of Applied Linguistics and English Literature, 7(4), 184. https://doi.org/10.7575/aiac.ijalel.v.7n.4p.184

Arjualayana, Rafli, Z., & Ansoriyah, S. (2019). Neuro-Linguistics Programming Concept For Teaching Productive Skill Arjulayana1,. ELS Journal on Interdisciplinary Studies on Humanities, 1(November 2018), 232–239.

Ayesha, S. (2016). Augmenting Academic Speaking at the Tertiary Level through Neuro-linguistic Programming (NLP). The Global Journal of English Studies, 1(1), 1–24. http://thegaes.org/files/documents/GJES-Feb-16-Ayesha-Salma.pdf

Caballero, D. R., & Rosado, N. (2018). Neurolinguistic Programming and Regular Verbs Past Tense Pronunciation Teaching. English Language Teaching, 11(11), 1. https://doi.org/10.5539/elt.v11n11p1

Carey, J., Churches, R., Hutchinson, G., Jones, J., & Tosey, P. (2018). Neuro-linguistic programming and learning: teacher case studies o the impact of NLP in education. Theory and Practice in Language Studies, 6(10), 181–184. https://doi.org/10.7575/aiac.ijels.v.6n.1p.79

Cox, E., Bachkirova, T., & Clutterbuck, D. (2014). No TitleThe Complete Handbook of Coaching (SAGE).

https://books.google.com.ec/books?id=6qyHAwAAQBAJ&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Dagbaeva, O., Dmitrieva, E., & Usmanova, Z. (2018). the Innovative Ways of Learning a Foreign Language Using Neurolinguistic Approach. EDULEARN18 Proceedings, 1(July), 1424–1428. https://doi.org/10.21125/edulearn.2018.0449

Farahani, F. (2018). The Effect of Neuro-Linguistic Programming (NLP) on Reading Comprehension in English for Specific Purposes Courses. International Journal of Education and Literacy Studies, 6(1), 79. https://doi.org/10.7575/aiac.ijels.v.6n.1p.79

Fidinillah, M. (2018). The Effects of Neurolinguistic Programming (NlP) Methods Towards Students' Speaking Skill. Scope : Journal of English Language Teaching, 2(01), 56. https://doi.org/10.30998/scope.v2i01.2273

Hamid, M., & Marzieh, A. (2017). The Impact of Neurolinguistic Programming on EFL Teachers' Reflective Teaching. I-Manager's Journal on English Language Teaching, 7(3), 22. https://doi.org/10.26634/jelt.7.3.13589

Ilyas, M. (2017). Finding Relationships between Acquisition of Basic Skills and Neuro-linguistic Programming Techniques. An International Peer-Reviewed Journal, 34(2003), 22–26. www.iiste.org

James, W. (2007). The Principles of Psychology. In The Principles of Psychology (2nd ed., pp. 15–17). Cosimo. https://books.google.com.ec/books?hl=es&lr=&id=11gUsvvfrYUC&oi=fnd&pg=PA1&dq=principles+of+psychology+william+james&ots=EyZueZKHa-&sig=7s9vVs4ytxQ_gVyMZA4lz3tyigY#v=onepage&q=principles of psychology william james&f=false

Keezhatta, M. S. (2019). The Impact of Neuro-Linguistic Programming on English Language Teaching: Perceptions of NLP-Trained English Teachers. International Journal of English Linguistics, 9(6), 454. https://doi.org/10.5539/ijel.v9n6p454

Khalandi, C., & Zoghi, R. (2017). The Effect of NLP (Accelerated Learning) on Iranian EFL Learner's Listening Comprehension. Theory and Practice in Language Studies, 7(11), 1139. https://doi.org/10.17507/tpls.0711.25

Korzybski, A. (2013). GENERAL SEMANTICS (p. 435). S & S. file:///C:/Users/cliente/Downloads/GENERAL_SEMANTICS.46.pdf

Lashkarian, A., & Sayadian, S. (2015). The Effect of Neuro Linguistic Programming (NLP) Techniques on Young Iranian EFL Learners' Motivation, Learning Improvement, and on Teacher's Success. Procedia - Social and Behavioral Sciences, 199, 510–516. https://doi.org/10.1016/j.sbspro.2015.07.540

Ningsih, M. (2016). IMPROVING STUDENTS' SPEAKING SKILL USING NEUROLINGUISTIC PROGRAMMING TECHNIQUE. Revista Brasileira de Ergonomia, 9(2), 10. https://doi.org/10.5151/cidi2017-060

Oviedo, T. (2007). Interaction in communication. In Interaction in communication (Universida, p. 120).

Pashler, H., Mcdaniel, M., Rohrer, D., & Bjork, R. (2009). Learning Styles. Psychological Science, 9(3), 105–119. http://psi.sagepub.com/content/9/3/105.abstract

Perls, F. (1993). Key Figures in Counselling and Psychotherapy (SAGE).

Pourbahreini, F. (2015). The Effect of Neuro-Linguistic Programming Technique on Enhancing Grammatical Knowledge of Iranian EFL Learners at Intermediate Level. English for Specific Purposes World, 44(16). https://www.semanticscholar.org/paper/The-Effect-of-Neuro-Linguistic-Programming-on-of-at-Pourbahreini/c388188112d296b66666b23d1f6bce040169c8bf?p2df

Ramganesh, E., & Paulraj, I. J. M. (2016). Effectiveness of Technology Enabled Psycho-NLP on the Performance of High School Students in Spoken English. 1(2), 37–44. https://doi.org/10.20849/ajsss.v1i2.54

Rustan, E. (2019). LEARNING CREATIVE WRITING MODEL BASED ON NEUROLINGUISTIC PROGRAMMING. Journal of Chemical Information and Modeling, 53(9), 1689–1699. https://doi.org/10.1017/CBO9781107415324.004

Tarasinska, J. (2016). SHAPIRO – WILK TEST WITH KNOWN MEAN. 14(1), 89–100.

Yameen, A., & Iftikhar, L. (2014). Neurolinguistic Programming as an Instructional Strategy to Enhance Communicative Competence of Language Teachers. Journal of Applied Environmental and Biological Sciences, 4, 331–336. https://www.textroad.com/pdf/JAEBS/J. Appl. Environ. Biol. Sci., 4(7S)331-336, 2014.pdf

Watzlawick, P., Beavin, J., & Jackson, D. (2011). Pragmatics of Human Communication (W. Norton (ed.)). Norton & Company. https://books.google.com.ec/books?id=Ob9UAgAAQBAJ&dq=paul+watzlawick+communication+theory&lr=&hl=es&source=gbs_navlinks_s

5.4 Annexes

ANNEX 1

CARTA DE COMPROMISO

Ambato, 27 de marzo de 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Dr. Germán Fiallos, en mi calidad de Rector (E) de la Unidad Educativa PCEI "Juan León Mera", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**NEURO-LINGUISTIC PROGRAMMING TECHNIQUES IN THE DEVELOPMENT OF SPEAKING SKILLS IN ENGLISH LANGUAGE IN STUDENTS**" propuesto por la estudiante Andrea Karina Carvajal Gavilanes , portadora de la Cédula de Ciudadanía 0201595121, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Ingles Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Dr. Germán Fiallos
1801766419
032405080
0999748043
fiallosgerman@yahoo.es

ANNEX 2

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS

SPEAKING TEST

Flyer- A2

Test Objective: To test students' oral interaction through simple Wh questions about their personal experiences about families.

Hypothesis: The use of NLP techniques develop the oral interaction among students of 2nd BGU

Part	Timing	Interaction	Task type	What do candidates have to do?
1	2 minutes	Teacher Student	Teacher asks questions to the student.	Respond to Wh questions, giving factual or personal information
2	2 minutes	Student Student	Discussion task	Discuss according to the question given
3	4 minutes	Group	Teacher asks each student in turn relevant questions.	Respond to questions based on the colour photograph

Part 1: Teacher –Student (2 minutes)

Instructions

Teacher: Good morning/afternoon/evening. I will ask you some questions to each of you; you have two minutes to respond.

Back-up prompts

• What do you know about your family?

• Have you gotten any information about your ancestors?

• Have you met your grandparents or great-grandparents?

• What about your country? Is genealogy important in your community? Why?

Part 2: Student-Student (2 minutes) (Pairs)

Instructions

Teacher: In this part of the test you're going to talk about something together for about two minutes. I'm going to show you a photo and ask you a question to discuss.

How do you think foreign families are different from families in Ecuador?

Back-up prompts

- How/What about you?
- Do you agree?
- What do you think?

Part 3: Group (4 minutes) (groups of 4 students)

Instructions

Teacher: Now I'd like each of you to talk about something. I'm going to give each of you a photograph and I'd like you to talk about it in turns. I will choose who is going first.

Back-up prompts

- What can you see in the photograph?
- Talk about the people
- Talk about the place
- Talk about other things in the photograph

#302144897

Taken from: https://stock.adobe.com/

ANNEX 3

SPEAKING RUBRIC
Flyers-A2

Name …………………………….
Date …………………………..

Evaluation criteria	4	3	2	1
Vocabulary (Family)	Recognize and use variety vocabulary about Family	Recognize and use variety vocabulary about Family but make some errors in word choice	Recognize and use limited vocabulary about Family	Recognize and use only few vocabulary about Family
Grammar (Simple past, Present perfect)	Use a variety of grammar and sentence structures in simple past and present perfect with no errors	Use a variety of grammar structures in simple past and present perfect but make some errors	Use a variety of grammar structures in simple past and present perfect with occasional errors	Use basic grammar structures in simple past and present perfect with frequent errors
Comprehension	Makes her/himself understood while performing the task; listener rarely asks for repetition or clarification	Makes her/himself understood while performing the task; listener seldom asks for repetition or clarification.	Makes her/himself understood while performing at least half the task; listener sometimes asks for repetition or clarification.	Unable to make her/himself understood while performing most of the task; listener frequently asks for repetition and clarification.
Interaction	Interact using verbal and non-verbal reactions with linking contributions to those of other speakers.	Interact using verbal and non-verbal reactions with some linking contributions to those of other speakers.	Interact using limited verbal and non-verbal reactions with limited linking contributions to those of other speakers.	Do not use verbal and non-verbal reaction with few linking contributions to those of other speakers
Total	/16			

Created by: Andrea Carvajal

ANNEX 4

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "Speaking Pre and Post Test" PERTENECIENTE A LA INVESTIGACIÓN:

NEUROLINGUISTIC PROGRAMMING TECHNIQUES IN THE DEVELOPMENT OF SPEAKING SKILL IN ENGLISH LANGUAGE IN STUDENTS

AUTOR/A: Andrea Karina Carvajal Gavilanes

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Parte 1				✓				✓				✓				✓
Parte 2				✓				✓				✓				✓
Parte 3				✓				✓				✓				✓

Observaciones: El instrumento está bien diseñado de acuerdo a lo que se pretende investigar puesto que tiene pertinencia con los objetivos, con las variables y enunciados, la calidad técnica y representatividad son óptimas al igual que la redacción y el lenguaje de las preguntas.

EDGAR GUADIA ENCALADA TRUJILLO
Firmado digitalmente por EDGAR GUADIA ENCALADA TRUJILLO
Fecha: 2020.10.30 17:39:39 -05'00'

Realizado por
Lic. Andrea K Carvajal G

Validado por
Mg. Edgar Encalada Trujillo
CI. 050182417-1

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "Speaking Pre and Post Test" PERTENECIENTE A LA INVESTIGACIÓN:

NEUROLINGUISTIC PROGRAMMING TECHNIQUES IN THE DEVELOPMENT OF SPEAKING SKILL IN ENGLISH LANGUAGE IN STUDENTS

AUTOR/A: Andrea Karina Carvajal Gavilanes

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE **2R- REGULAR** **3B- BUENO .** **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4C	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1: Teacher asks questions to the student.				✓				✓				✓				✓
Part 2: Discussion task				✓				✓				✓				✓
Part 3: Teacher asks each student in turn relevant questions				✓				✓				✓				✓
Rubric				✓				✓				✓				✓

Observaciones

Realizado por

Lic. Andrea K Carvajal G

Validado por

Dra. Narcisa Fuentes, PhD.

CI. 1002091161

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "Speaking Pre and Post Test" PERTENECIENTE A LA INVESTIGACIÓN:

NEUROLINGUISTIC PROGRAMMING TECHNIQUES IN THE DEVELOPMENT OF SPEAKING SKILL IN ENGLISH LANGUAGE IN STUDENTS

AUTOR/A: Andrea Karina Carvajal Gavilanes

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO** .   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1: Teacher asks questions to the student.				✓				✓				✓				✓
Part 2: Discussion task				✓				✓				✓				✓
Part 3: Teacher asks each student in turn relevant questions				✓				✓				✓				✓
Rubric				✓				✓				✓				✓

Observaciones

Realizado por

Lic. Andrea K Carvajal G

Validado por

Mg. Lina Mariela Sánchez Sailema

CI. 180333879-5

ANNEX 5

Variables operalization

Conceptualization	Dimensions	Indicators
NLP **One of the resources to Enhance effectiveness of language instruction, to help achieve excellence of performance in language teaching and learning, improve classroom communication, optimize learner attitudes and motivation, raise self- esteem, facilitate personal growth in students, and even change their attitude to life.**	Language instruction	Educational content Language policy Learning materials
	Language teaching and learning	Knowledge and skills Language acquisition
	Classroom communication	Verbal communication Non-verbal communication Written communication
	Learner attitudes and motivation	Behavior Enthusiasm Self-steam

Conceptualization	Dimensions	Indicators
SPEAKING SKILLS **The interaction patterns is in which is manifested through oral or written expression and that presents a transmitter (teacher), to communicate and interact with a receiver, (students) whether it is a message, or a context, to measure the processes of learning.**	Interaction	Teacher –student Student –student Group
	Oral expressions	Auditory aspesct Visual aspects Gestural aspects
	Measure	Willingness to communicate (WTC) Self-confidence Enjoyment
	Learning	Acquisition of knowledge

ANNEX 6

ANNEX 7

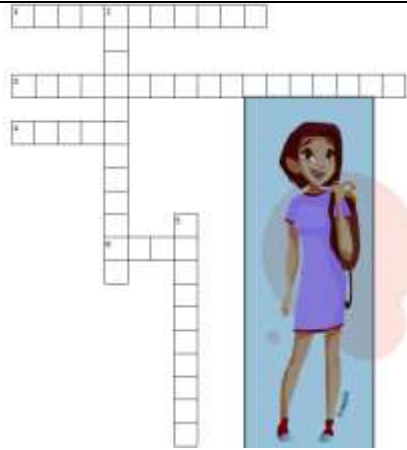|	UNIDAD EDUCATIVA PCEI "JUAN LEÓN MERA"	Ministerio de Educac
		SCHOOL YEAR: 2020 - 2021

MICRO-CURRICULAR PLANNING FOR THE SECOND PARTIAL OF THE FIRST QUIMESTER		
INFORMATIVE DATA		

TEACHER'S NAME: Lic. Andrea Carvajal   **MODALITY:** Night

CLASS : 3ʳᵈ BGU

FROM: November 9th   **TO:** December 4th, 2020.

TOPIC: The Story Behind the Photo

LEARNING OBJECTIVES:

EFL 2.1.4. Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.

EFL2.2.3. Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)

EFL.2.5.6. Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.

VALUES: Curiosity, security, self-care, respect, critical thinking, self-awareness Emotional

PROJECT'S NAME: Family and traditions

ESSENTIAL CONTENTS OF THE PROJECTS	SKILLS WITH PERFORMANCE CRITERIA	EVALUATION INDICATORS	METHODOLOGICAL GUIDELINES	
			TEACHER PROPOSALS	RECOMMENDATIONS FOR THE PARENT OR HOUSEHOLD GUARDIAN
Week 1 **Activity: My family** Write a short paragraph of 50-70 words describing your definition of the word "family". Pay close attention to your tenses. Use vocabulary and grammar accordingly.	Build on others' ideas when engaged discussions on personal, social, community topics. REF EFL 5.2.9	Learners can respond to and build on other people's ideas on familiar, social topics by expressing opinions and feelings and clarifying meaning. Ref. I.EFL.5.8.1. (I.3, I.4, S.1, J.3, J.4)	**O.EFL 5.3** Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences.	-Balance independence and support. -Make sure that your child gets homework done. -Find homework help for your teenage if needed. -Control and be on time in

			Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	class. -Not missing. -Justify absences.
Week 2 **Activity: Family tree vocabulary** Across 1. Your mother's or father's child. 3. Your grandparents' parents. 4. Your mother's or father's brother. 6. Your mother's or father's sister. Down 2. My sister's husband. 5. Your mother's new husband.				-Balance independence and support. .Make sure that your child gets homework done. -Find homework help for your teenage if needed. -Control and be on time in class. -Not missing. -Justify absences.

Week 3
Activity: The most important person in your life
Write a 100-120 word paragraph answering the following question, remember to use the correct grammar structured learned. (simple past and present perfect)
At this moment of your life, who is the most important person for you? Why?

Week 4
Activity: Someone Very Special
Choose a member of your family who has lived a memorable life and write his/her life story.
Step 1
Write down 10 questions to gather

-Balance independence and support.
-Make sure that your teen gets homework done.
-Find homework help for your teenage if needed.
-Control and be on time in class.
-Not missing.
-Justify absences.

-Balance independence and support.
-Make sure that your teen gets homework done.
-Find homework help for your teenage if needed.
-Control and be on time in class.
-Not missing.
-Justify absences.

his/her life story and then interview this person. Step 2 Record the interview or take notes and collect pictures and memories from this person's interesting life. Step 3 Create a brochure where you have: a front page with this person's photo and name and five pages with this person's life story (in chronological order) including pictures. It should be 80-100 words. Pay attention to your tenses. You should use simple past and present perfect accordingly.			
STUDY AREA: English			

UNIDAD EDUCATIVA PCEI
"JUAN LEÓN MERA"

PLAN EDUCATIVO COVID 19 – PROYECTO 2
INGLÉS
(PPFF – ESTUDIANTES – REPRESENTANTES LEGALES – CUIDADORES)
2020 -2021

WEEKLY ENGLISH SCHEDULE ACTIVITIES
WEEK 1

SUBJECT: English   **CLASS:** 3rd BGU
TEACHER´S NAME: Lic. Andrea Carvajal   **DATE:** From 9th to 13th November, 2020.

OBJECTIVE	ACTIVITIES	RECOMENDATIONS FOR PARENTS TO SUPPORT LEARNING AT HOME
Students will use different vocabulary about family answering question according to the reading. Students will communicate well and act independently.	**Topic:** Genealogy is Family History **Creating rapport** 1. **Knowing each other:** -Ss will choose a phrase that well-reflects who they are, for example: Laid Back. -Randomly some Ss will describe themselves with their chosen phrase. 2. **Olly Joan!** -Ss will think of their names and to find an adjective, starting with the same letter, for example: Abloom Andrea**.** -Randomly Ss take turns to say their name and introduce it with the adjective. 3. **Reading** -Ss will read Genealogy is family history pag. 1 and answer some questions. -Ss will read "Where I´m from" poem pag. 2 and answer some question according to it. **Note: Homework** **My family** Write a short paragraph of 50-70 words describing your definition of the word "family". Pay close attention to your tenses. Use vocabulary and grammar accordingly.	Be on time in class. Not missing. Do homework. Justify absences. Control your teenage children. Balance independence and support. Make sure that your child gets homework done.

UNIDAD EDUCATIVA PCEI
"JUAN LEÓN MERA"
PLAN EDUCATIVO COVID 19 – PROYECTO 2
INGLÉS
2020 -2021
WEEKLY ENGLISH SCHEDULE ACTIVITIES
WEEK 2

SUBJECT: English   **CLASS:** 3rd BGU
TEACHER´S NAME: Lic. Andrea Carvajal   **DATE:** From 16th to 20th November, 2020.

OBJECTIVE	ACTIVITIES	RECOMENDATIONS FOR PARENTS TO SUPPORT LEARNING AT HOME

Students will use vocabulary about family to create a family tree. Students will communicate well and act independently.	**Topic:** My Family Tree
	Mirroring
	  1. Emotion Mirror :
	-In pair Ss will choose a stanza of a song they like and will chose the leader and the mirror
	-The leader tries to change his emotional affects frequently during the song.
	- The mirror tries to duplicate the leader´s emotions exactly.
	  2. Ss will read some steps they have to follow in order to create a family tree pag6 and take notes.
	    Ss will use their notes to create a family tree in a cardboard including first, second, third, fourth, fifth generation if they have.
	  3. Randomly Ss. will present to the rest of the class their family tree.
	Note: Homework
	Family tree vocabulary
	Across
	1. Your mother's or father's child.
	3. Your grandparents' parents.
	4. Your mother's or father's brother.
	6. Your mother's or father's sister.
	Down
	2. My sister's husband.
	5. Your mother's new husband.
		Be on time in class.
		Not missing.
		Do homework.
		Justify absences.
		Control your teenage children.
		Balance independence and support.
		Make sure that your child gets homework done.

UNIDAD EDUCATIVA PCEI
"JUAN LEÓN MERA"

PLAN EDUCATIVO COVID 19 – PROYECTO 2
INGLÉS
(PPFF – ESTUDIANTES – REPRESENTANTES LEGALES – CUIDADORES)
2020 -2021

WEEKLY ENGLISH SCHEDULE ACTIVITIES
WEEK 3

SUBJECT: English   **CLASS:** 3rd BGU
TEACHER´S NAME: Lic. Andrea Carvajal   **DATE:** From 23ᵗʰ to 27ᵗʰ November, 2020.

OBJECTIVE	ACTIVITIES	RECOMENDATIONS FOR PARENTS TO SUPPORT LEARNING AT HOME
Students will use grammatical structures (Simple past and present Perfect) to answer some questions. Students will communicate well and act independently.	**Topic:** Genealogy is Family History **Anchoring** 1. **Spelling activities :** **Words:** Faith, Pachamama, Gender, Medicine, Bearer, Harvest, Fright. - Students will fold a piece of paper into quarters. In box A, they will write the word given. In box B: They will write the word given in a sentence. In box C, they will write synonyms/opposites of the word given. In box D, they will draw the meaning of the word given. -Randomly Ss will present the results. 2. Ss will read "Living with an Indigenous Family" pag. 8. -Ss in pairs will discuss some questions according to the reading. 3. Ss will listen to people talking about important people in their lives and answer some question using the grammar structures learned pag. 9 **Note: Homework** **The most important person in your life** Write a 100-120 word paragraph answering the following question, remember to use the correct grammar structured learned. (simple past and present perfect) At this moment of your life, who is the most important person for you? Why?	Be on time in class. Not missing. Do homework. Justify absences. Control your teenage children. Balance independence and support. Make sure that your child gets homework done.

UNIDAD EDUCATIVA PCEI
"JUAN LEÓN MERA"

PLAN EDUCATIVO COVID 19 – PROYECTO 2
INGLÉS
(PPFF – ESTUDIANTES – REPRESENTANTES LEGALES – CUIDADORES)
2020 -2021

WEEKLY ENGLISH SCHEDULE ACTIVITIES
WEEK 4

SUBJECT: English   **CLASS:** 3rd BGU
TEACHER´S NAME: Lic. Andrea Carvajal   **DATE:** From 30th November to 04th December, 2020.

OBJECTIVE	ACTIVITIES	RECOMENDATIONS FOR PARENTS TO SUPPORT LEARNING AT HOME

Students will use vocabulary about family and correct grammar structure (Past simple and present prefect)to write a story
Students will communicate well and act independently.
	Topic: Latin American family traditions
	Maintaining the flow
	   1. **Completing the sentence :**
	    -Teacher starts with a sentence to be completed by Ss for example: My favorite family tradition is….
	    -Randomly some Ss have to complete the sentence with their preferences.
	   2. **Reading**
	    - Ss will read "the Quinceañera" pag. 18.
	    -In groups Ss will answer some question with personal experiences.
	   3. Ss will read pag 22 and follow some steps to write their own traditional family recipe
	    -Ss will write a recipe including a drawing of it and show the result to the rest of the class.
	Note: Homework
	Someone Very Special
	Choose a member of your family who has lived a memorable life and write his/her life story.
		Be on time in class.
		Not missing.
		Do homework.
		Justify absences.
		Control your teenage children.
		Balance independence and support.
		Make sure that your child gets homework done.

| | Step 1
Write down 10 questions to gather his/her life story and then interview this person.
Step 2
Record the interview or take notes and collect pictures and memories from this person's interesting life.
Step 3
Create a brochure where you have: a front page with this person's photo and name and five pages with this person's life story (in chronological order) including pictures. It should be 80-100 words. Pay attention to your tenses. You should use simple past and present perfect accordingly. | |