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NEUROLINGUISTIC PROGRAMMING IN THE WRITTEN VOCABULARY IN SENIOR STUDENTS OF MARIANO SUAREZ VEINTIMILLA SCHOOL

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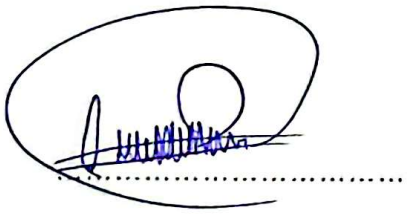

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DEDICATION

I dedicate this work to the memory of my mother, who has always been my source of inspiration and motivation to pursue knowledge. Her innate curiosity and love for learning led me to pursue my passion for education. Thank you, Mom, for teaching me not to stop learning ever and keep going even in the most challenging times. I hope this work honors your legacy and helps others achieve their learning goals.

Isamar Portilla

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I would like to thank everyone who made this work possible. Firstly, I am grateful to my mother, whose passion for learning has always inspired me. I would also like to thank my thesis director, MSc. Marcia Mantilla and to my assessor, MSc. Rubén Congo for their valuable guidance and advice. Additionally, I am thankful to all the students who participated in my research, whose collaboration was essential to the success of this work. Last, I am grateful to my family and friends for their unwavering support and motivation throughout this process.

ABSTRACT

This study investigated the effectiveness of used teachers' strategies in improving written vocabulary among senior students at Mariano Suarez Veintimilla School. The study utilized a mixed-methods design, collecting data through surveys for students and semi-structured interviews with teachers. The participants were 80 senior students. Data were collected through surveys for students and semi-structured interviews with teachers about the effectiveness of oral production strategies. The results showed that the students reported lower levels of motivation, engagement, and self-efficacy in writing skills with the current strategies used by teachers. Moreover, the qualitative data revealed that students prefer different methods to learn more vocabulary and improve written vocabulary. Teachers reported that neurolinguistic strategies could facilitate student learning and engagement in the classroom. The findings suggest that incorporating neurolinguistic strategies in language teaching can effectively enhance students' written vocabulary. This study provides valuable strategies that can enhance the potential benefits of neurolinguistic programming for language learning and teaching, mainly for learning new vocabulary.

Key words: Neurolinguistic programming, strategies, written vocabulary, students.

RESUMEN

Este estudio investigó la efectividad de las estrategias utilizadas por los profesores para mejorar el vocabulario escrito entre los estudiantes de último año en la Escuela Mariano Suárez Veintimilla. El estudio utilizó un diseño de métodos mixtos, recopilando datos a través de encuestas para los estudiantes y entrevistas semiestructuradas con los profesores. Los participantes fueron 80 estudiantes de último año. Se recopilaron datos a través de encuestas para los estudiantes y entrevistas semiestructuradas con los profesores sobre la efectividad de las estrategias de producción oral. Los resultados mostraron que los estudiantes informaron niveles más bajos de motivación, participación y autoeficacia en habilidades de escritura con las estrategias actuales utilizadas por los profesores. Además, los datos cualitativos revelaron que los estudiantes prefieren diferentes métodos para aprender más vocabulario y mejorar el vocabulario escrito. Los profesores informaron que las estrategias neurolingüísticas podrían facilitar el aprendizaje y la participación de los estudiantes en el aula. Los hallazgos sugieren que la incorporación de estrategias neurolingüísticas en la enseñanza de idiomas puede mejorar eficazmente el vocabulario escrito de los estudiantes. Este estudio proporciona estrategias valiosas que pueden mejorar los beneficios potenciales de la programación neurolingüística para el aprendizaje y la enseñanza de idiomas, principalmente para aprender nuevo vocabulario.

Palabras clave: Programación neurolingüística, estrategias, vocabulario escrito, estudiantes.

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INTRODUCTION

Tittle

Neurolinguistic programming in the written vocabulary in senior students at Mariano Suarez Veintimilla School.

Motivation

The motivation for this research stems from the need to improve written vocabulary of senior students at Mariano Suarez Veintimilla School. The study aims to identify and implement effective neurolinguistic programming strategies to enhance students' ability to express themselves in writing English. The research aims to investigate the factors that affect the writing skill of senior students and develop interventions that can address those issues. By doing so, the research seeks to improve the English language learning outcomes of Mariano Suarez Veintimilla School students.

Problem

The problem this research seeks to address is the need for more effective written vocabulary among senior students at Mariano Suarez Veintimilla School. Many students need help expressing themselves confidently and accurately in using vocabulary in English, negatively impacting their academic performance and future opportunities. The existing teaching methods and strategies have yet to prove to be entirely effective in addressing this issue, and there is a need for innovative and evidence-based approaches to improve students' written production skills. This research aims to fill this gap by identifying practical neurolinguistic programming strategies and interventions to enhance the student's use of written vocabulary abilities in English.

Justification

The justification for this research lies in the significant importance of written vocabulary use in the English language learning process. Effective written communication is a vital aspect of language learning that enables students to express themselves accurately and confidently, facilitating their academic and professional success. However, despite its importance, many senior students at Mariano Suarez Veintimilla School need help with their written production skills, which can limit their ability to communicate effectively in English. Therefore, it is necessary to investigate and implement neuro-linguistic programming strategies and interventions to enhance students' written production skills and ultimately contributes to their academic and personal growth. This research is, therefore, justified in addressing this pressing issue and providing a valuable contribution to the field of English language learning.

Impact

The potential social and academic impact of this research is significant. By identifying the needs of senior students and proposing neurolinguistic strategies for written vocabulary use, this research could lead to improvements in language education and students' language proficiency. These strategies could increase student engagement and motivation, promoting a more effective and inclusive learning environment. Additionally, incorporating neurolinguistic strategies into language teaching could have broader implications for education and society, as it could help foster a deeper understanding of the brain's role in language acquisition and processing. This research could prepare students for success in an increasingly globalized and multilingual world by contributing to developing more effective language teaching method.

Objectives

General objective

- Analyze the influence of neurolinguistic programming in the written vocabulary in senior students at Mariano Suarez Veintimilla School.

Specific objectives

- Identify senior students at Mariano Suarez Veintimilla School´s needs of neurolinguistic programming strategies for written vocabulary.
- Describe the brain-language relationship in L2.
- Propose neurolinguistic programming strategies for written vocabulary in the curricular planning of senior students at Mariano Suarez Veintimilla School.

Research structure

This research follows a specific structure that includes a title page, an abstract, an introduction, a theoretical framework, a methodology section, a proposal, results, a discussion, a conclusion, references, and appendices. The title page includes the study's title, the author's name, and the submission date. The abstract briefly summarizes the study, highlighting the research problem, methods, results, and conclusions. The introduction presents an overview of the study, including the research problem, objectives, and structure. The theoretical framework provides a theoretical perspective that guides the study and explains the relationship between the variables under investigation. The methodology section describes the research design, sample selection, data collection, and analysis procedures. Results present the study's findings using text, tables, and figures, while the discussion interprets the results, their implications, and how they contribute to the research problem. The proposal describes some neurolinguistic programming strategies to provide memory retention and improve students' written vocabulary. The conclusion

summarizes the study's main findings, limitations, and recommendations for future research. Finally, references list the sources cited in the study, following a specific citation style, and appendices include additional materials that support the study, such as questionnaires, raw data, or pictures.

CHAPTER I: THEOERICAL FRAMEWORK

1.1. Neurolinguistics.

Neurolinguistics is a field that investigates the relationship between language and the brain. As cognitive psychologist Germain (2018) suggests, language is a fundamental aspect of the human brain rather than simply a cultural invention. Researchers in neurolinguistics use various techniques from neuroscience, psychology, and linguistics to study how language is processed and produced in the brain and how it interacts with other cognitive functions. This research has shown a close relationship between language and memory, with the same brain areas activated during language processing and memory tasks.

Language acquisition and development is a significant focus of research in neurolinguistics. According to Kuhl (2010), an influential researcher in the field, early language experience can considerably impact the brain's development. Researchers in neurolinguistics use EEG and fMRI to study how infants and children acquire language and how the brain processes language over time. This research has revealed important insights into the mechanisms that underlie language processing in the brain, such as the ability of infants to distinguish between speech sounds from different languages.

Neurolinguistics is also essential for understanding and treating language disorders like aphasia. According to Biber & Conrad (2019), San Diego State University neurolinguists, language disorders can provide valuable insights into how the brain is organized for language. By studying individuals with language impairments, researchers can identify the brain regions and circuits involved in specific aspects of language processing. This knowledge can then be

used to develop more effective treatments for language disorders, such as targeted speech therapy for specific aspects of language processing. Overall, neurolinguistics research is crucial for advancing our understanding of language and the brain and for developing better treatments for language disorders.

1.1.1. Neurolinguistics in education.

Neurolinguistics has important implications for education, as it can inform teaching practices that are more effective for language learning. According to neuroscientists and educators Gathers et al. (2014), "Education is not just about imparting information; it is also about shaping the neural networks that enable students to learn that information." Educators can design instruction that aligns with the brain's natural learning mechanisms by understanding how the brain processes language. For example, research has shown that language learning is most effective when it involves interactive and meaningful communication rather than rote memorization. This insight can inform instructional strategies like group work and discussion-based activities.

Another area of interest in neurolinguistics is multilingualism and its impact on the brain. According to cognitive neuroscientist Olulade et al. (2020), bilingualism can lead to cognitive advantages such as better attention control and executive functioning. This research has significant educational implications, suggesting that bilingual education programs can provide cognitive benefits beyond language proficiency. Additionally, research has shown that language learning is most effective when integrated into other subjects rather than taught in isolation. For example, learning science concepts in a second language can improve language proficiency and cognitive flexibility.

Neurolinguistics research can also inform the use of technology in language learning. As neuroscientists and educators Dumontheil et al. (2010) note, "Neuroscience is showing us how technology can optimize learning, not just for languages, but for all subjects." For example, language learning apps can be designed to align with the brain's natural language learning mechanisms, such as providing interactive and meaningful communication. Additionally, technology can facilitate language learning in classrooms with limited resources through virtual language immersion experiences or online language exchanges. However, it is crucial to use technology in language learning to support, rather than replace, meaningful interaction and communication in the classroom.

1.1.2. Neurolinguistics in learning.

Neurolinguistics research can provide insights into how people learn and how to optimize learning environments. According to cognitive psychologists Bear et al. (2007), "Learning is a change in long-term memory," Understanding how the brain encodes and retrieves information is vital to effective learning. Neurolinguistics research has shown that repetition and spaced learning are effective strategies for encoding information into long-term memory. Additionally, providing multiple contexts for learning, such as through real-life examples and simulations, can enhance learning and memory retention.

Another area of interest in neurolinguistics is the role of emotions in learning. As neuroscientist Gazzaniga (2009) suggests, "Emotions are not a distraction from learning; they are an essential part of it." Research has shown that emotions can affect memory and attention and that positive emotions can enhance learning and motivation. For example, incorporating music or humor into instruction can boost mood and engagement, leading to better learning outcomes.

Neurolinguistics research has also shown that feedback is crucial to effective learning. According to cognitive neuroscientist Wolpert Gawron (2020), "Feedback helps learners to monitor their performance, adjust their strategies, and improve their performance over time." Feedback can come in many forms, such as teacher feedback, peer feedback, or self-assessment. Additionally, providing specific and immediate feedback can enhance learning and motivation.

Multilingualism is another area of interest in neurolinguistics that has implications for learning. As a cognitive neuroscientist, Winkler (2023) suggests, "bilingualism changes the brain's structure and enhances executive control." Executive control refers to cognitive processes such as attention, inhibition, and working memory, which are essential for learning. Additionally, research has shown that learning a second language can enhance cognitive flexibility or the ability to switch between tasks and perspectives. These cognitive benefits suggest bilingual education programs provide advantages beyond language proficiency and support overall academic achievement.

The analysis of theoretical approaches to the relationship between thought and language suggests that these two categories cannot be separated. The connection between thought and language is genetically variable, and their evolution is not uniform or parallel. They merge, separate, repeatedly intersect, align parallelly, fuse, and immediately divide. This means the relationship between thought and language is complex and dynamic, with various factors affecting their interaction. As such, it is essential to acknowledge that thought and language are intertwined and interdependent, and changes in one can affect the other (Congo Maldonado et al., 2018). Understanding the relationship between thought and language can provide insights into how we perceive the world around us and communicate with others. It also highlights the

importance of language development in cognitive and intellectual growth, as language can shape how we think and perceive the world.

1.1.3. Neurolinguistics in English Learning.

Educational psychology is a discipline that seeks to understand the processes of human learning and how education can be improved. It draws on theories and findings from psychology to identify the cognitive, emotional, and social factors that influence learning outcomes and uses this knowledge to develop effective educational interventions. A recent study by Schwartz and colleagues (2023) investigated the effectiveness of a cognitive strategy intervention in improving students' physics problem-solving skills. The results showed that students who received the intervention performed significantly better on physics assessments than a control group, indicating that cognitive strategy instruction can enhance student learning.

Another area of focus in educational psychology is motivation. Motivation is crucial in determining students' engagement and persistence in learning and can be influenced by goal orientation, self-efficacy, and interest. In a recent study, Durksen and colleagues (2022) examined the effect of personalized feedback on students' motivation and academic performance in an online statistics course. The results showed that students who received personalized feedback on their performance were more likely to persist in the system, had higher motivation levels, and achieved better grades. This highlights the importance of providing students timely and individualized feedback to enhance their motivation and learning outcomes.

Neurolinguistics research provides valuable insights into learning English as a second language. According to cognitive psychologist Ansari et al. (2012), effective learning involves encoding information into long-term memory. For English language learners, repetition and spaced learning are two proven strategies that help to encode new vocabulary and grammar

structures into long-term memory. Creating meaningful associations between new language items and real-life situations can enhance memory retention and facilitate comprehension.

Neurolinguistics research highlights the importance of context in language learning. As a language teacher and researcher, Gazzaniga (2009) suggests, "Learning a language is not just learning a set of grammatical rules, but also learning how to use those rules in different contexts." Providing a variety of contexts for English language learning, such as through authentic texts, videos, and conversations, can improve language learners' comprehension, memory retention, and motivation.

Another area of interest in neurolinguistics research is the role of feedback in English language learning. According to cognitive neuroscientists Glimcher and Kanwisher (2006), feedback is essential for learners to monitor their performance, adjust their strategies, and improve their performance over time. Feedback can take many forms, such as teacher feedback, peer feedback, or self-assessment, and providing feedback that is specific and immediate can enhance English language learning and motivation.

The study of multilingualism in neurolinguistics has implications for English language learning. As cognitive neuroscientist Genesee (2001) suggests, bilingualism can enhance cognitive flexibility and executive control, essential for learning a second language. Bilingual English language learners have been shown to exhibit higher levels of language proficiency and cognitive abilities like attention, inhibition, and working memory. Additionally, the cognitive benefits of bilingualism suggest that teaching English in a bilingual education program can provide advantages beyond language proficiency and support overall academic achievement.

1.2. Brain-language relationship in L2.

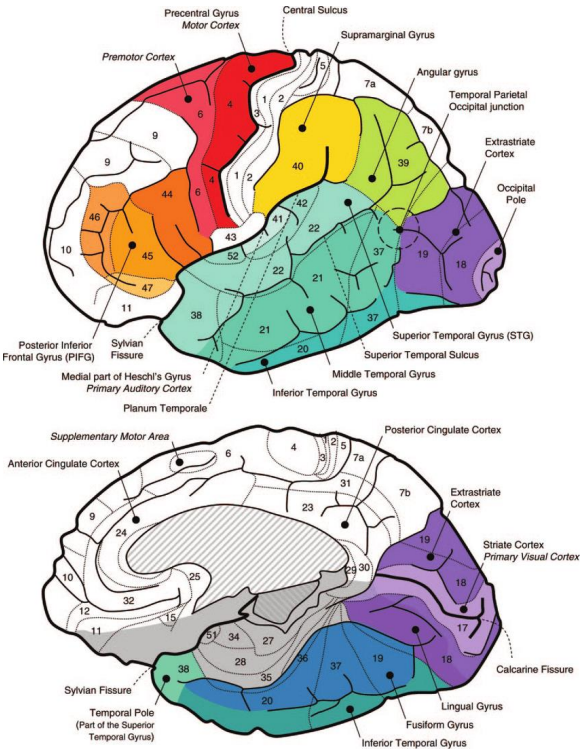
Research has shown that different brain regions involve various aspects of language learning, including sound processing, grammar, and meaning. For example, the brain's left hemisphere is often more involved in language processing than the right hemisphere. Neuroimaging studies have revealed that the left hemisphere, Broca, and Wernicke areas are particularly important for language production and comprehension, respectively (Dehaene Lambertz, 2017). Additionally, studies have shown that learning a second language can lead to structural and functional changes in the brain, including increased grey matter density in language-related regions (Li et al., 2014). These findings suggest that the brain plays a crucial role in language learning and that language learning can, in turn, shape the structure and function of the brain.

1.2.1. The neural organization of L2 process.

The neural organization of the English learning process involves multiple brain regions that work together to support the acquisition and processing of language. The research of Golestani & Zatorre (2009) has shown that the left hemisphere of the brain is heavily involved in language processing, with the inferior frontal gyrus (IFG), superior temporal gyrus (STG), and angular gyrus (AG) playing essential roles in various aspects of language learning. For example, the IFG is involved in syntactic processing and grammar rules. At the same time, the STG is responsible for phonological processing and speech perception, and the AG is involved in semantic processing and understanding word meanings, as in Figure 1. In addition to these regions, other brain areas, such as the prefrontal cortex and the basal ganglia, are also involved in language learning, particularly in the planning and executing of language-related tasks.

Figure 1

Central brain regions are involved in language processing.



Note. Adapted from "Renewal of the Neurophysiology of Language: Functional Neuroimaging" (p. 63), by Démonet et al., 2015, *Physiological Reviews*, 85 (1).

Recent studies have also investigated the effects of language learning on brain structure and function. One study found that bilingualism can enhance grey matter density in brain regions associated with language processing, such as the IFG and the middle temporal gyrus. Another study found that intensive language training can change the white matter tracts connecting different brain regions, suggesting that language learning can rewire neural networks in the brain (Kuhl, 2010). These findings have important implications for language education and indicate that the brain is highly adaptable to new language learning experiences.

1.2.2. Linguistic biological endowment.

Language is a complex and uniquely human trait, and research in linguistics and biology has shown that humans have a biological endowment for language. The biological foundations of

language are supported by evidence from the brain, genetics, and comparative anatomy. For example, studies of brain activity during language processing have identified specific brain regions that are consistently activated when humans use languages, such as Broca's and Wernicke's (Arnett & Pennington, 2021). Additionally, language development studies in children have shown that infants can distinguish between different speech sounds from a very young age, suggesting that there may be innate mechanisms that help infants learn a language.

Recent research has focused on identifying the genetic basis of language abilities. A study published by Fitch (2017) identified several genes associated with language development, including one gene that appears to play a role in the ability to learn grammatical rules. Other studies have explored the evolutionary origins of language, with some researchers arguing that language may have developed to facilitate cooperation and social interaction among early humans (Hickok, 2012). Overall, research in linguistics and biology continues to provide new insights into the complex interplay between biology and language and is helping to deepen our understanding of what makes humans unique.

1.2.3. Foreign language acquisition.

Foreign language acquisition is becoming increasingly important in today's globalized world. Research has shown that learning a foreign language can enhance cognitive abilities, promote cross-cultural understanding, and improve career opportunities. According to a recent report by the British Council, "learning a foreign language is one of the best investments you can make in yourself and your future" (British Council, 2021). The report further highlights that individuals who can speak a foreign language are in high demand by employers, particularly in fields such as international business, diplomacy, and the travel industry.

However, learning a foreign language can be challenging, and the approach to language acquisition is crucial. A recent study published in the journal Language, Cognition and Neuroscience found that the method used to learn a language can impact the brain's ability to process and understand the language (Moses et al., 2021). The study highlights the importance of using effective language learning methods that engage the learner and make language acquisition an enjoyable experience—the oral Production Process.

1.3. Neuro-linguistic programming strategies for written vocabulary.

Neuro-linguistic Programming (NLP) strategies for written vocabulary are like a flexible toolbox to improve how we use words. Instead of strict rules, people using NLP focus on small changes in their writing, paying attention to the patterns and structures in their communication. This approach helps individuals be aware of how language and thinking connect, letting them find ways to improve their written vocabulary. NLP highlights the importance of personal experience, encouraging people to explore and adjust their writing style naturally without sticking to fixed techniques (Zhang, 2021).

In written vocabulary, NLP also encourages a more vital self-awareness about language use. This means noticing and changing our language habits, trying different ways to express ideas, and having a flexible mindset open to different writing styles (Mohamed, 2021). By taking a more adaptable and flexible approach to writing, people can use NLP principles to grow their vocabulary naturally without having to follow specific strategies. This open-ended way of learning allows for a personal and changing improvement in how we express ourselves in writing, showing that each person has a unique journey to becoming better with words.

1.3.1. Anchoring

Neuro-linguistic Programming (NLP) is a therapeutic approach that integrates language, behavior, and communication techniques to influence an individual's emotions and behavior. NLP is a way to help people with language and behavioral techniques. Anchoring, a big part of NLP, when applied to written production, becomes a tool for assisting individuals to access a desired emotional state or behavior linked to effective communication. It means connecting a feeling with something you do. In writing, anchoring helps bring out a feeling that makes you write better (Dawson & Anderton, 2019). For example, if writing makes someone nervous, they can use anchoring to link a good feeling, like confidence, with a simple action, like pressing a key on the keyboard. Doing this often helps them feel surer about writing and communicating better.

Research indicates that the implementation of NLP anchoring techniques can have a positive impact on written skills; using NLP anchoring tricks can make writing skills better. In a study by Silva and Souza (2020), students learned to use anchoring to connect good feelings with their writing. Results showed that anchoring made students write better and feel more confident. Another study by Jager & Engelmann (2017) found that using NLP anchoring tricks helps people manage nervousness and write with better words. These studies suggest that NLP anchoring techniques can be a helpful tool for people wanting to get better at writing.

1.3.2. Reframing

Neuro-linguistic programming (NLP) is a way to help with thoughts, words, and actions, especially when it comes to written words. A crucial part of NLP is reframing, which means changing how we see or understand a reported situation. In writing, reframing can make communication better by changing how we look at a message or situation (Zhang, 2021). For

example, suppose someone finds it hard to express themselves in writing. In that case, NLP reframing strategies can help them see the situation differently, boosting their confidence and making written communication more effective.

Research shows that NLP techniques, like reframing, can improve written communication skills. In a study by Kılıç & Kızılaslan (2018), people who learned NLP showed significant improvements in writing, like expressing themselves clearly and being more active in reading and writing. Another study by Simsek et al. (2019) found that NLP techniques, especially reframing, can help healthcare professionals communicate better in writing, leading to better patient outcomes. These studies suggest that NLP reframing strategies help improve written vocabulary and communication in various situations.

1.3.3. Relaxation

Neuro-linguistic Programming (NLP) introduces several strategies for improving written vocabulary skills, incorporating relaxation techniques to alleviate stress and cultivate a calm state. One notable strategy involves utilizing mental imagery to construct a peaceful mental setting, often termed a "safe place" (Horwitz et al., 2015). This approach entails envisioning a tranquil scene, like a beach or forest, to reduce stress and anxiety during written tasks. Research suggests that integrating mental imagery and relaxation techniques can positively influence anxiety levels and enhance written vocabulary skills (Zaheer & Aslam, 2015).

In addition to mental imagery, NLP offers other relaxation methods, such as deep breathing exercises, progressive muscle relaxation, and meditation. These techniques aim to ease physical tension and induce a relaxed state, contributing to improved written communication skills. A study by MacIntyre and Gregersen (2012) found that students who received NLP training incorporating relaxation techniques significantly improved their written vocabulary

skills. The study proposed that relaxation techniques can help alleviate anxiety, fostering a more positive attitude towards written tasks and leading to better performance. Integrating NLP relaxation strategies effectively enhances written vocabulary skills and reduces stress among language learners.

1.4. Written vocabulary.

Neuro-linguistic Programming (NLP) research delves into the intricacies of written vocabulary, exploring the cognitive processes involved in writing and the factors influencing written fluency. According to cognitive psychologist Pinker (2020), writing entails a sophisticated interplay of cognitive systems, including language, motor control, and attention. Achieving written fluency, therefore, necessitates consistent practice to automate these cognitive processes. Furthermore, anxiety, stress, and a lack of confidence can hinder written fluency. Thus, language learners should gradually cultivate their written skills in a supportive environment.

Mastering written vocabulary extends to the critical domain of language production, where neurolinguistics research provides valuable insights into effective vocabulary instruction. Cognitive psychologist Willingham (2011), for instance, suggests learners must attend to the sounds of the target language and practice distinguishing between them. Repetition and consistent practice are pivotal in developing accurate and fluent written expression. Additionally, providing learners with constructive feedback on their vocabulary usage enables them to identify and rectify errors, enhancing accuracy, fluency, and confidence in writing.

Vocabulary proficiency emerges as another determinant of written production quality, as highlighted by cognitive neuroscientist McDaniel (2019). Practical written expression relies on access to an extensive reservoir of linguistic knowledge. Therefore, language instructors should prioritize the teaching and learning of vocabulary, creating opportunities for learners to incorporate new words into diverse contexts.

Furthermore, neurolinguistics research underscores the significance of an integrated approach to instruction in written vocabulary. As language researcher and teacher Thornbury (2005) asserts, the four language skills—listening, speaking, reading, and writing—are interconnected and mutually reinforcing. Thus, incorporating a holistic approach to instruction enhances overall learning outcomes. For instance, activities that combine listening and speaking can increase pronunciation, fluency, and communication skills, while reading and writing exercises reinforce grammar and vocabulary knowledge, improving overall language proficiency.

1.4.1. Receptive Vocabulary in Writing Skill.

Understanding receptive vocabulary in writing skills is crucial, especially in Neuro-linguistic Programming (NLP). Receptive vocabulary refers to the words and expressions a writer comprehends when reading or listening (Tiede et al., 2019). NLP emphasizes the importance of expanding one's receptive vocabulary as it directly influences the ability to express thoughts effectively in writing. In this context, NLP techniques encourage language learners to engage actively with various written materials, absorbing new words and expressions to enrich their receptive vocabulary.

NLP further highlights the role of visualization and mental imagery in enhancing receptive vocabulary for writing. Crystal (2011) suggests that techniques like anchoring positive emotions

to new words or creating mental associations between images and vocabulary help learners remember and integrate words into their writing. This approach makes the process more engaging and aids in retaining vocabulary, contributing to improved written expression.

Furthermore, NLP promotes a positive mindset and self-awareness in language learners while developing a receptive vocabulary for writing. Bandura (1997) once said, "People who believe they can succeed see opportunities where others see obstacles." By instilling confidence and reducing anxiety, NLP techniques create a conducive environment for learners to absorb and understand new words. This positive approach fosters a sense of accomplishment, motivating learners to actively participate in expanding their receptive vocabulary, ultimately enhancing their overall writing skills.

1.4.2. Productive Vocabulary in Writing Skill.

Within the framework of Neuro-linguistic Programming (NLP), productive vocabulary in writing skills is central to expressing ideas coherently and effectively. "We acquire language when we understand messages and receive 'comprehensible input'" (Krashen, 1982, p. 21). NLP encourages language learners to develop their productive vocabulary, which refers to the words and expressions a writer can readily use. The process involves recognizing words and incorporating them seamlessly into one's written expression. By practicing NLP techniques such as modeling successful writing and employing positive language patterns, learners can enhance their ability to use a broader range of words purposefully and persuasively.

In the context of NLP, anchoring positive states of mind to productive vocabulary contributes to a more confident and fluid writing process. Creating mental associations between positive emotions and specific words helps learners access their adequate vocabulary more readily, fostering a positive mindset during writing tasks. "The goal of receptive vocabulary teaching is

not to produce a 'native-like' writing but to ensure that readers comprehend their texts" (Archibald, 2018, p. 64). This approach aligns with NLP principles, emphasizing the importance of mindset in language learning and encouraging learners to approach the expansion of productive vocabulary with enthusiasm and confidence.

Furthermore, NLP promotes a dynamic and flexible approach to productive vocabulary development. Language learners are encouraged to experiment with new words and expressions, adapting their writing style organically. "We learn grammar in the context of meaningful communication" (Larsen-Freeman, 2011, p. 11). By fostering self-awareness and flexibility, NLP techniques empower learners to use words that resonate with their unique voices. This individualized approach to productive vocabulary enriches writing skills and aligns with NLP's emphasis on personal growth and expression.

CHAPTER II: METHODOLOGY

The methodology outlines the approach and techniques used to conduct research and analyze data. As Creswell (2014) stated in his book *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, "The methodology is the general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it" (p. 18). A well-designed methodology helps ensure the validity and reliability of research findings and contributes to the overall rigor of the thesis.

2.1. Investigation type.

Mixed method research was used, it is an approach that combines elements of both quantitative and qualitative research and can be extremely useful in gaining a comprehensive understanding of a research problem. According to Johnson & Onwuegbuzie (2004), mixed methods research "integrates quantitative and qualitative paradigms in a single research study to answer a wide array of research questions." (p. 18) This allows researchers to obtain a complete picture of the topic under investigation. They can combine the collection and analysis of numerical and non-numerical data to accurately depict the phenomenon being studied.

2.2. Research techniques and instruments.

The research instruments used were a survey and an interview. The survey was applied to the senior students of parallel A and B of the Mariano Suárez Veintimilla School in approximately half an hour of class, equivalent to 20 minutes. At the same time, the interviews were conducted with the teachers of the senior students of the parallels mentioned above. Before obtaining and collecting data, the respective permits were delivered so that students and teachers could answer the survey and interview questions without any difficulty. In addition, it was explained to the teachers and students that the research has a purely educational purpose.

2.3. Variables operationalization matrix.

Table 1

Variable operationalization matrix

INDEPENDENT VARIABLE					
Variable	**Conceptual Definition**	**Operational Definition**	**Dimension**	**Indicators**	**Items**
Neurolinguistic Programming	"Neurolinguistic Programming in education entails the application of techniques, including multisensory learning, utilization of visual aids, and incorporation of language patterns designed to cater to diverse learning styles. These aim strategies to increase students' retention, motivation, and overall academic performance." (Karami & Rastegarpour, 2021, p. 19)	The variable will be analyzed by conducting interviews with the teachers of senior students and the area coordinator of 'Mariano Suárez Veintimilla School.' The interview will consist of five questions to identify teachers' knowledge about neuro-linguistic programming.	Understanding of NLP techniques by teachers.	Teachers' knowledge about the topic.	1, 2
			Use of current techniques in lesson plans.	Effectiveness of current teaching techniques.	3, 4
			Measurement of the effectiveness of current techniques.	Students' grades.	5
DEPENDENT VARIABLE					
	Conceptual Definition	**Operational Definition**	**Dimension**	**Indicators**	**Items**
Written Vocabulary	"Written vocabulary in English involves the capability to convey one's thoughts in the English language through writing, utilizing appropriate grammar, vocabulary, and style, with the aim of ensuring clarity and comprehension by	A survey will be administered to the senior students of 'Mariano Suárez Veintimilla School.' This survey will comprise ten Likert scale questions designed to identify the current strategies employed by teachers	Extensive Written Vocabulary	Precision and Clarity of Vocabulary	1, 2, 3, 4
			Adequate Written Vocabulary	Understanding of some vocabulary.	5, 6
			Limited Written Vocabulary	Recognition of Key Terms.	7, 8

	others." (Zaid & Hamaidi, 2021, p. 470)	to enhance written vocabulary in English.	No Written Vocabulary	Do not recognize any English terms.	9, 10

Source. Author's own work.

2.4. Population and sample.

Mariano Suarez Veintimilla school members participated in an investigation, considered one of the best institutions in the canton of Ibarra, and comprised authorities, teachers, students, and parents. Regarding the sample for the instrument application in the students, the senior students of parallel A and B were taken into account, with an approximate number of 40 students in each course and their respective teachers of the English subject. Students at this level were chosen because the proposed instruments were designed for students who can understand some complexity of the survey questions, so teachers can answer the interview questions considering the strategies used with students.

2.5. Procedure and data analysis plan.

A thesis's procedure and data analysis plan generally involve several steps, including organizing and cleaning the data, selecting appropriate statistical techniques, conducting hypothesis testing, and interpreting the results. Additionally, it is essential to establish criteria for data inclusion and exclusion, define variables and units of analysis, and develop a plan for presenting the results clearly and coherently. In summary, data analysis for a thesis requires careful planning and execution to ensure that the results are accurate and reliable.

CHAPTER III: RESULTS AND DISCUSSION

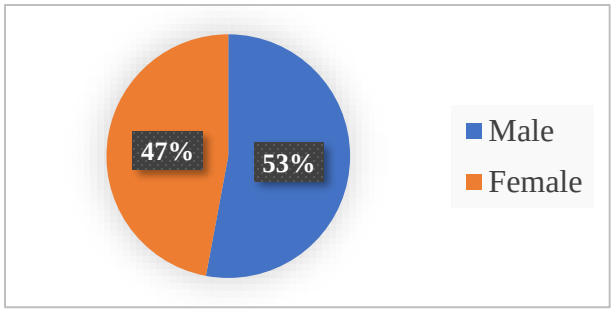
The following section presents the results and discussion of the study on neurolinguistic programming for written vocabulary in senior students at Mariano Suarez Veintimilla School. This study aimed to investigate the effectiveness of current strategies in improving the oral production skills of senior students learning English as a foreign language. The study employed a survey with a sample of 80 senior students of parallel A and B, who answered the ten questions of this instrument. A five-question interview with the students' teacher was also applied to learn about the current techniques used. The study results are presented in quantitative data, including descriptive statistics and qualitative data from participants' responses in interviews and surveys. The following section discusses the implications of the findings for language teaching and learning and suggests directions for future research in this area.

3.1. Students' survey analysis.

3.1.1. Personal information

Figure 2

Sex of surveyed students.



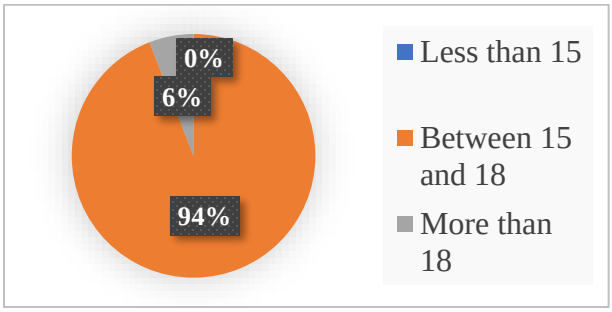
Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: It can be visualized in a pie chart, where most respondents are male, and the rest are female. Since no respondents identified with other gender identities, that category is not represented in the pie chart. The pie chart provides a clear and concise representation of the

gender distribution of the surveyed students, making it easy to understand the overall pattern. It is important to note that this analysis is based on the data provided and may not represent the broader population.

Figure *3*

Age of surveyed students.



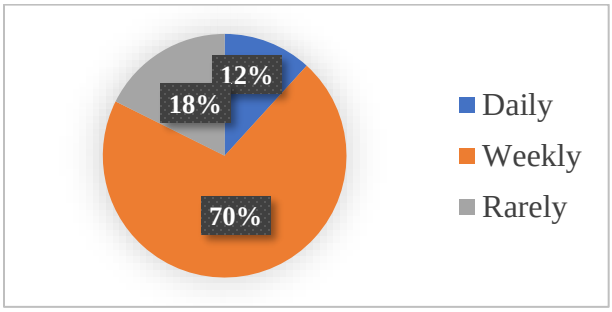
Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: This information can be visualized in a bar graph, where most respondents fall within the 15-18 age range. A small proportion of respondents over 18 years old are also represented in the graph. It is important to note that this analysis is based on the data provided and may not represent the broader population.

3.1.2. Survey questions analysis

Figure *4*

Question 1: How often do you read in English outside school?

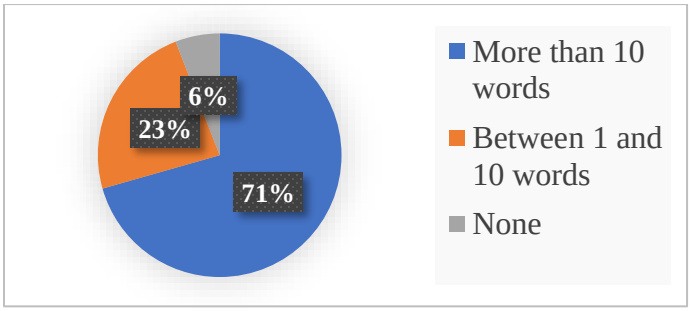


Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: Analyzing the responses to the question about the frequency of English reading outside of school among senior students at Mariano Suarez Veintimilla School, a substantial majority indicated engaging in this activity on a weekly basis. The data suggests a consistent commitment to extracurricular English reading. A significant portion reported infrequent participation, suggesting that a notable number of students do not engage with English reading as regularly. Furthermore, a smaller group, although dedicated, reported daily involvement in this activity, indicating a consistent and persistent approach to reading in English outside of school.

Figure 5

Question 2: How many new words do you try to learn each week?

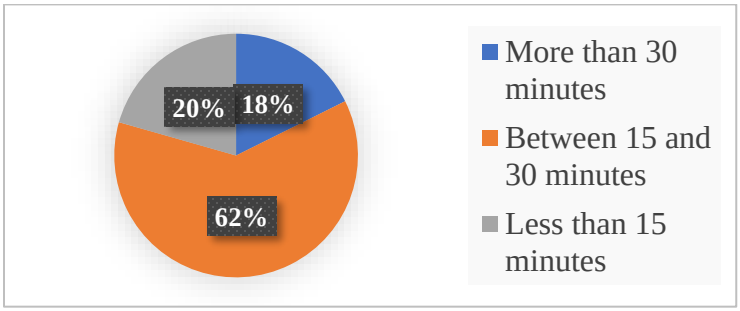


Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: Drawn from the survey outcomes regarding the number of new words senior students at Mariano Suarez Veintimilla School aim to learn each week, it is evident that a significant majority aspire to acquire more than 10 words. This inclination toward expanding vocabulary highlights a strong commitment to language development. In contrast, a considerable portion aims to learn between 1 and 10 words, demonstrating a varied yet still noteworthy dedication to enhancing their vocabulary. A smaller but existing group indicated not actively seeking to learn new words weekly. These findings highlighted the diverse approaches students take toward vocabulary acquisition, providing valuable insights for educators in adapting instructional methods to cater to the distinct learning preferences and goals of their students.

Figure *6*

Question 3: How much time do you dedicate daily to actively studying vocabulary in English (e.g., flashcards, vocabulary exercises)?

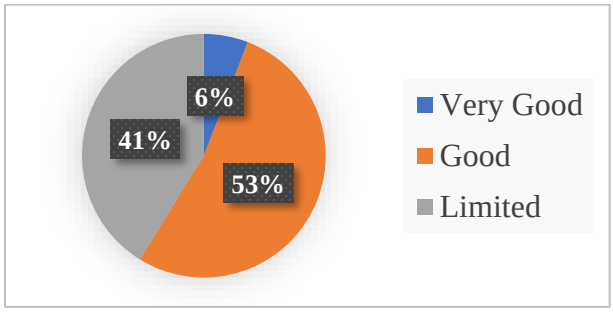


Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: Derived from the survey results regarding the daily time commitment to actively studying English vocabulary among senior students at Mariano Suarez Veintimilla School, it is apparent that a notable portion allocates between 15 and 30 minutes to this endeavor. This indicates a consistent yet varied dedication to vocabulary study. In contrast, a smaller but still significant group devotes more than 30 minutes daily, showing a more extended and committed approach to enhancing their English vocabulary. On the other hand, a minority reported spending less than 15 minutes daily on vocabulary study. These findings highlight diverse approaches to vocabulary enhancement, suggesting that educators may need to consider tailoring instructional strategies to accommodate varying study durations and preferences among students.

Figure *7*

Question 4: How do you rate your understanding of words in English?

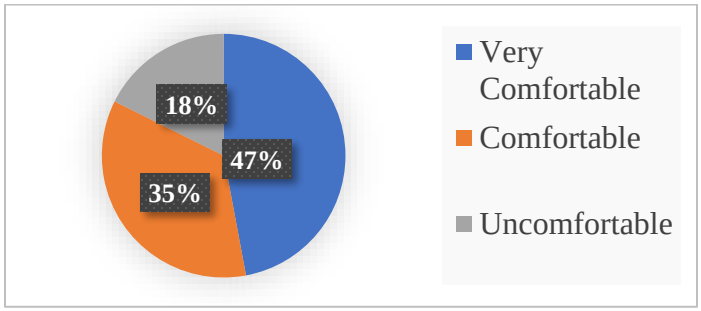


Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: Based on the survey findings related to self-rated understanding of words in English among senior students at Mariano Suarez Veintimilla School, it emerges that a significant portion of respondents expressed confidence in their comprehension, describing it as "good." However, a substantial subset acknowledged limitations in their understanding. A smaller group characterized their understanding as "very good." These diverse self-assessments highlight the varied levels of confidence and proficiency among students in the realm of English vocabulary. Educators are encouraged to explore tailored approaches and interventions to address perceived limitations and enhance overall confidence in word comprehension.

Figure *8*

Question 5: How comfortable are you using new words in your written English?

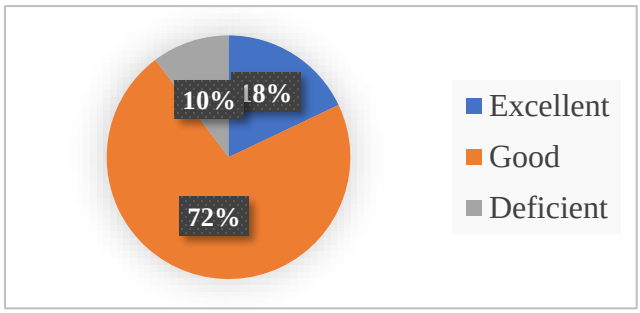


Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: Examining the survey responses regarding the comfort level of senior students at Mariano Suarez Veintimilla School in using new words in their written English, it becomes apparent that a substantial proportion expressed a strong sense of comfort. Another notable group reported feeling at ease, while a distinct subset indicated discomfort in incorporating new words. These varied comfort levels highlight the diverse feelings and confidence levels among students when it comes to integrating unfamiliar vocabulary into their written expressions. Considering these insights, educators may explore different strategies to create a supportive environment that encourages experimentation and incorporation of new words without relying on specific numerical metrics.

Figure 9

Question 6: How do you describe your ability to remember and use new words in your written English?



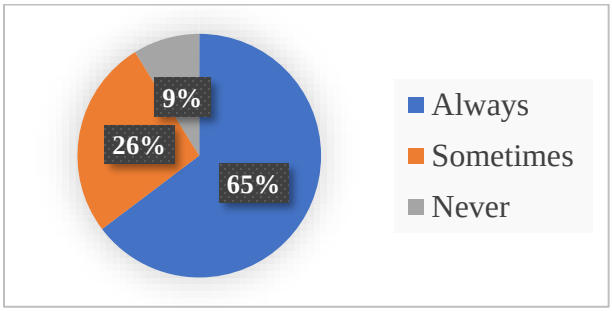
Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: Drawing insights from the survey responses regarding the ability to remember and use new words in written English among senior students at Mariano Suarez Veintimilla School, it is apparent that a significant majority described their proficiency as “good.” Another notable group expressed a level of excellence, while a smaller segment acknowledged a perceived deficiency. These varied self-perceptions shed light on the diverse confidence levels and abilities of students in remembering and utilizing new words in their written expressions. In

considering the pedagogical implications, educators may explore a range of strategies to address potential challenges, fostering encouragement and creating an environment conducive to the effective incorporation of new words.

Figure 10

Question 7: How often do you use a dictionary or an app to look up the meaning of unfamiliar words in English?

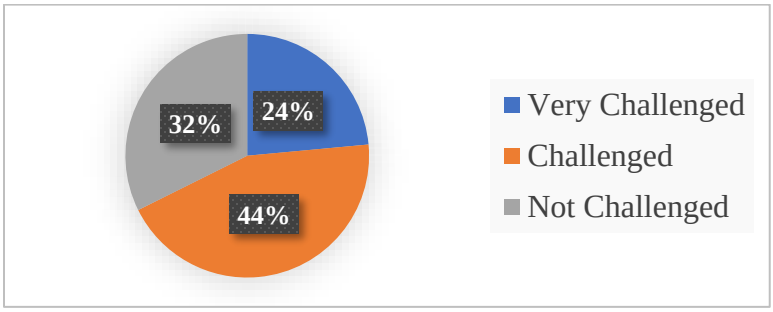


Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: Examining the responses to the question regarding the frequency of using a dictionary or app to look up unfamiliar words in English among senior students at Mariano Suarez Veintimilla School, it emerges that a considerable number reported doing so consistently. Another notable segment indicated occasional use, while a smaller yet existing group reported never resorting to dictionaries or apps for word meanings. These diverse approaches suggest varying self-reliance levels among students when encountering unfamiliar words in English, highlighting potential areas for targeted support and strategies to enhance vocabulary acquisition. Educators may consider fostering a balanced approach that encourages independent word exploration while providing additional support for those who may benefit from more assistance.

Figure 11

Question 8: Do you feel challenged when reading English texts due to the vocabulary used?

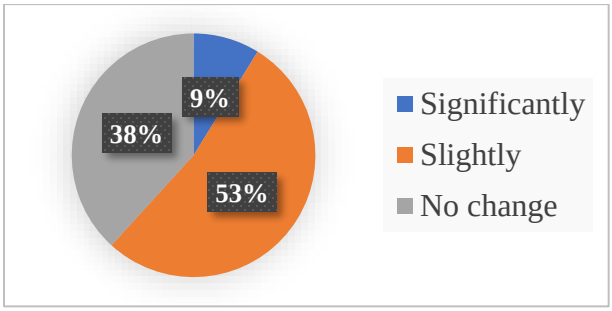


Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: In considering the responses to the question about feeling challenged when reading English texts due to vocabulary among senior students at Mariano Suarez Veintimilla School, it becomes evident that a substantial number perceive a degree of challenge. Another significant portion expressed feeling very challenged, while a noticeable segment reported not feeling challenged. These varied sentiments reflect diverse comfort levels and experiences with English vocabulary during reading. The insights suggest a need for educators to acknowledge and address the varying degrees of challenge experienced by students, potentially tailoring instructional strategies to cater to individual needs and fostering a supportive environment for language development.

Figure 12

Question 9: Do you believe your English vocabulary has improved in the last year?

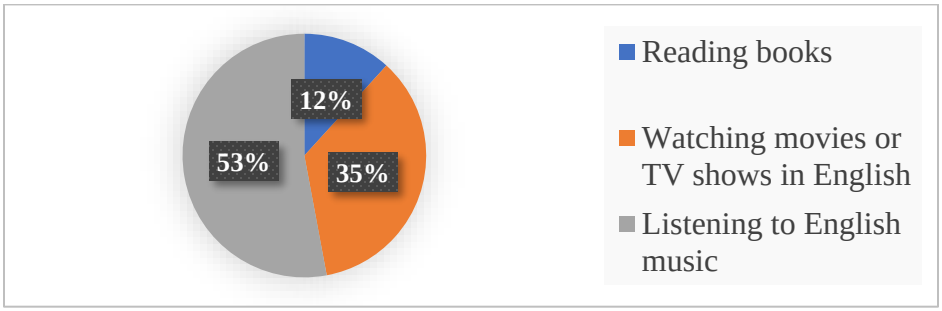


Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: Examining responses to the question about perceived changes in English vocabulary among senior students at Mariano Suarez Veintimilla School over the past year, it is evident that a notable portion believes their vocabulary has improved, with some indicating a significant enhancement. Another substantial group perceives a slight improvement, while a significant segment reports no change. These diverse perceptions highlight varied experiences and attitudes toward vocabulary development. The insights suggest the importance of recognizing individual progress and challenges, allowing educators to tailor support and strategies based on students' perceptions of their language growth.

Figure 13

Question 10: Which of the following activities do you find most useful for expanding your English vocabulary?



Note: Figure created by the author. Source: survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Analysis: Considering the responses to the question about the most useful activities for expanding English vocabulary among senior students at Mariano Suarez Veintimilla School, it emerges that a notable number find listening to English music to be a preferred method. Additionally, a significant portion favors watching movies or TV shows in English, while a smaller yet existing group highlights reading books. These varied preferences indicate diverse approaches to vocabulary expansion, suggesting that students may benefit from a range of

activities that align with their individual interests and learning styles. Educators may consider incorporating a mix of these activities to cater to the diverse preferences within the student population.

3.2. Teacher's interview

Q1: Do you have any information about Neurolinguistic Programming Strategies, and how can they be used to enhance students' English written vocabulary?

OK. So, that turn is kind of new for me, but it's kind of easy to understand and the neurolinguistic strategies, so it's everything that leads students to use their cognitive process, their brain. So, I always, every single day try to make my students to think, to analyze information. So, for example, if we were just playing a game like guess the meaning of a word so they have to apply the neurolinguistic strategies. So that's something very important to use in our classroom if we want to promote good learning results.

Analysis: The teacher exhibits a comprehensive understanding of neurolinguistic programming, emphasizing their role in engaging students' cognitive processes and daily application to foster critical thinking. The provided example, involving a word-guessing game, effectively illustrates how these strategies can be incorporated into the classroom to enhance students' written vocabulary. The teacher underscores the significance of employing neurolinguistic strategies for optimal learning outcomes, creating a solid foundation for language acquisition through active and thoughtful engagement.

Q2: Could you share an example of a successful lesson you have taught using current strategies to develop students' English written vocabulary?

As I said before I try to make my students to think and analyze information. So, for example, if we were just playing a game like guess the meaning of a word so they have to apply the neurolinguistic strategies.

Analysis: Certainly, the teacher provides an example of a successful lesson incorporating neurolinguistic strategies to enhance students' written vocabulary. By introducing a game where students guess the meaning of a word, the teacher engages them in a task that necessitates the application of neurolinguistic strategies. This activity not only encourages active thinking and analysis but also aligns to promote cognitive processes in language learning. The use of a game adds an element of fun and interactivity to the lesson, making the application of neurolinguistic strategies more engaging for the students. The simplicity of the example illustrates how effective teaching methods can be integrated seamlessly into the classroom, fostering a positive learning environment.

Q3: How would you incorporate Neurolinguistic Programming Strategies into your lesson plans, and what challenges would you face in implementing them?

As I said before every single day I tried to apply that kind of strategies and that depends on the topic so according to the topic I look for or choose any strategy that I consider is going to be productive with my students so I have to analyze my target group first and for my students sometimes it's challenging, challenging because they are accustomed to just write information, find information from the book things like that that they are not meaningful for me so when I

promote to use strategies where they have to apply and cognitive process for some of them I mean most of them that's kind of hard but little by little they, they do the activities.

Analysis: The teacher incorporates neurolinguistic strategies into daily lesson plans by selecting strategies based on the specific topic being covered. This adaptive approach involves analyzing the target group of students and choosing strategies deemed productive for the given context. The teacher acknowledges the challenge of introducing these strategies, particularly when students are accustomed to more passive learning methods such as writing or extracting information from books. The difficulty lies in encouraging students to engage in activities that require the application of cognitive processes. Despite initial resistance, the teacher notes a gradual acceptance and participation in these activities over time, indicating a positive trajectory in overcoming the challenges associated with implementing neurolinguistic strategies.

Q4: How would you measure the effectiveness of Neurolinguistic Programming Strategies in enhancing students' English written vocabulary, and what types of assessment will you use?

Yeah that's quite easy to measure the results because often I mean, yeah it's kind of easy to notice the results because when my students develop any activity if they are able to do it so I understand that they learned and I don't always assist my students in a reading way so I use it for it kind of strategies like explanations or pictures and words are dialogues whatever and if my students are able to complete those activities so in that way I measured the effectiveness.

Analysis: The teacher measures the effectiveness of neurolinguistic strategies in enhancing students' written vocabulary through observable outcomes during activities. The teacher finds it relatively easy to assess results, noting that successful completion of activities

indicates learning and understanding. The assessment is not solely based on reading capabilities but involves a variety of strategies such as explanations, pictures, words, and dialogues. By gauging students' ability to complete these diverse activities, the teacher uses a holistic approach to measure the effectiveness of neurolinguistic strategies. This method aligns with the idea that practical application and successful completion of varied tasks are tangible indicators of language learning progress and oral production skill development.

Q5: What advice would you give new teachers to using Neurolinguistic Programming Strategies in their teaching practice, and how can they get started with incorporating these strategies into their lessons?

I strongly encourage or advice my colleagues to use neurolinguistic strategies because that's what we need our students need to be prepared for the life and they need to think about how to solve a problem how to use their brains in order to complete activities, solve problems or just perform any activity so we have to prepare them for the life and using those strategies is an effective way to do it so I strongly advice my colleagues to use neurolinguistic strategies.

Analysis: The teacher offers straightforward advice to colleagues new to using neurolinguistic strategies, emphasizing their importance in preparing students for life beyond the classroom. The recommendation is rooted in the belief that students need to develop problem-solving skills and the ability to engage their brains in various activities. The teacher underscores the effectiveness of neurolinguistic strategies as a means to achieve this goal. For those starting with these strategies, the advice is clear: embrace them as a valuable tool for fostering critical thinking and cognitive engagement. This recommendation strongly encourages teachers to integrate neurolinguistic strategies into their teaching practice, aligning their instructional approach with the broader goal of preparing students for real-world challenges.

3.3. Discussion

In the responses provided by the teacher, a consistent theme emerges a dedicated effort to integrate neurolinguistic programming into daily teaching practices for the enhancement of students' written vocabulary. The teacher showcases a robust understanding of these strategies, linking them explicitly to cognitive engagement and critical thinking in the context of written language skills. By emphasizing the application of these strategies daily and tailoring them according to the specific topic or context, the teacher demonstrates a dynamic and adaptive approach to language instruction, specifically focused on vocabulary development in writing.

Furthermore, the teacher's commitment to overcoming challenges is evident. The acknowledgment of students' familiarity with passive learning methods, such as relying on textbooks for information extraction, highlights the need for a gradual shift in classroom dynamics towards more active engagement with written vocabulary. Despite the initial resistance from students, the teacher's perseverance and incremental approach yield positive outcomes, with students eventually participating in activities that demand cognitive processes related to written language skills. This reflects the teacher's keen awareness of the necessity for patience and persistence when introducing innovative pedagogical methods for vocabulary enhancement in writing.

The provided example of a successful lesson, involving a word-guessing game, exemplifies the teacher's ability to seamlessly integrate neurolinguistic programming into the classroom environment, specifically targeting written vocabulary. The game not only promotes active thinking and analysis but also adds an element of enjoyment to the learning process. This practical application serves as a testament to the teacher's capacity to make language learning engaging, reinforcing the idea that incorporating neurolinguistic programming strategies for

written vocabulary need not be complex but can be achieved through creative and interactive activities.

The teacher's approach to assessing the effectiveness of n’urolinguistic programming strategies is pragmatic and aligned with practical outcomes. The emphasis on measuring results based on students’ ability to complete activities, rather than solely relying on traditional assessments, reflects a holistic evaluation approach tailored to written language skills. This method underscores the teacher’s commitment to a diverse set of activities, including explanations, pictures, words, and dialogues, ensuring a comprehensive assessment that captures the multifaceted nature of lan’uage learning and written vocabulary development. Overall, the teacher’s insights and practices demonstrate a thoughtful and purposeful integration of neurolinguistic programming strategies to create a stimulating and effective language learning environment for enhancing written vocabulary.

CHAPTER IV: PROPOSAL

4.1. Proposal's name.

NEUROLINGUISTIC PROGRAMMING STRATEGIES TO IMPROVE WRITTEN VOCABULARY.

4.2. Introduction of proposal.

Neurolinguistic strategies have been proven effective in enhancing memory retention and recall. When applied to language learning, these techniques can help learners improve their written vocabulary. These strategies involve using memory aids, such as acronyms, rhymes, and visualization, to remember new words and phrases quickly. By associating new vocabulary with familiar or memorable cues, learners can strengthen their language memory and retrieve words more easily during speaking tasks. In this way, mnemonic-based strategies can help learners build their written vocabulary, increase their fluency and accuracy, and gain confidence in speaking a new language. In this essay, we will explore several mnemonic-based strategies that can be used to improve oral production in language learning. These techniques have been widely used in language teaching to help learners enhance their vocabulary acquisition and retention and to promote more fluent and accurate oral production. Using these strategies, learners can improve their pronunciation, grammar, and vocabulary, essential to effective written communication. In the following sections, we will describe these mnemonic-based strategies in more detail and provide examples of how they can be applied in language learning contexts.

4.3. Justification of proposal.

Mnemonic-based strategies can benefit senior students at Mariano Suárez Veintimilla School who are learning a new language. These strategies provide learners with practical tools to enhance their memory retention and recall, which can significantly improve their written

vocabulary. Learners can better retain new vocabulary and grammar rules using mnemonic devices, such as acronyms, Loci method, and visualization. This can lead to increased fluency, accuracy, and confidence in speaking the language, essential to effectively using vocabulary. Moreover, these strategies can help learners overcome language barriers, allowing them to express their thoughts and ideas more clearly and effectively. As a result, they can become more proficient in their target language and better prepared for academic and professional success. Therefore, integrating NLP strategies into language teaching programs can be a valuable investment in the education and future of senior students at Mariano Suárez Veintimilla School in their lesson plan.

4.4. Objective of the proposal.

Propose neurolinguistic programming strategies into the curriculum of senior students at Mariano Suárez Veintimilla School to enhance their written vocabulary.

Técnica del Norte University

Pedagogy of national and foreign languages

Teacher: Isamar Portilla

Date:

Subject: English

Topic: Movie Genres

Expected students: 40

Time lesson: 45 minutes (1 academic periods)

Level: 3rd BGU

Objective: By the end of this lesson, students will be able to understand the differences between movie genres and use the vocabulary acquired over some time.

Time	Stage	Teachers' activities	Resources and materials
8 minutes	Warm-up	Activity: **"Guess what I am drawing"** Explain the game and divide the class into four groups to compete against each other. **1.** The game consists of selecting a volunteer, and each volunteer must draw something that the teacher will tell them, yet they must draw on the board with their eyes closed or blindfolded, and the other students must try to guess what their classmate is drawing. -If the classmates guess, the whole team will win a bonus for the next class activity. **-For each drawing, the participants will have 40 seconds to draw.**	-Board -Markers
12 minutes	Presentation	- Ask the students if they know about movie genres. If so, what genres do they know? -After asking the questions above, let them know that the class's topic will center around movie genres. **1.** Begin with a brief discussion about genres and how they categorize different types of movies.	Appendix 1

		2. Introduce the six primary movie genres: Drama, Science Fiction, Comedy, Horror, Romance, and Animation. **3.** Show clips from one or two movies in each genre, discussing their common characteristics. (If there is no projector in the classroom, provide some printed pictures of movie scenes)	
15 minutes	Practice	**Create your own movie comic!** - The teacher will divide the class into four groups. -Later, they will provide each group with an aleatory genre, place, and character. (they choose the genre, place, and character from a jar) -The challenge is that students will have to create a comic of three scenes with the characteristics provided by the teacher. For example, one comic could be about: • Genre: Horror • Place: school • Character: backpack -After doing so, students must present their comic to the class, telling their story and the movie's name.	Appendix 2
10 minutes	Evaluation	**Group theater play transformation.** 1. Every group will perform a movie scene before the class. The scene should be chosen from different popular movies and transformed into a different genre, as explained by the teacher. (For example, transform a happy movie scene from frozen into a horror one) 2. The performance should have the following characteristics: changing the tone, dialogue, setting, and character behaviors. 3. If the scene does not have enough characters for all the group members, the rest of the participants should be in charge of creating the special effects for the scene.	

Técnica del Norte University

Pedagogy of national and foreign languages

Teacher: Isamar Portilla

Date:

Subject: English

Topic: Personality, professions, and university degrees vocabulary.
Expected students: 40

Time lesson: 45 minutes (1 academic periods)

Level: 3rd BGU

Objective: By the end of this lesson, students will be able to learn about unknown professions and their function in real life.

Time	Stage	Teachers' activities	Resources and materials
8 minutes	Lead in	**Job Hunt Relay** **1.** Create a list of professions and their descriptions. • Professions, Fireman, Policeman, Doctor, Teacher, Plumber, etc. **2.** Place the descriptions, the picture of the profession, and the name through the whole classroom. **3.** Divide the classroom into three groups. **4.** Students must race to the descriptions, read them, and match them with the correct profession. -Each match is a point; the group with more matches wins in less than 10 minutes.	Appendix 3
12 minutes	Presentation	**1.** Discuss what professions are and why they are essential in one's life. **2.** Present an overview of the new vocabulary (the six selected professions to teach): • Househusband • Electrician • Bricklayer • Coroner • Garden designer • Musician	Appendix 4

		3. To give vivid examples, the teacher will perform the professions while students try to guess. **4.** Highlight that each profession has unique skills, knowledge, and responsibilities.	
25 minutes	Practice & Evaluation	**Build your profession!** **1.** Ask students to select the unknown and new profession from the six presented by the teacher. **2.** Request students choose their favorite profession or the profession they are growing up in. **3.** Having done the previous steps, explain the activity. -The activity consists of building both professions using modeling clay. -Students should build the unknown profession from the vocabulary presented in class and their favorite profession apart from the vocabulary. **4.** When students have finished their little statues, they should place them in a base provided by the teacher. **5.** After placing both statues in the base, students should present their work in front of the class, answering the following questions: -Why do you choose those professions? -Do you consider them essential for you and the society? -What do you like most about your favorite profession?	Modeling Clay

Técnica del Norte University

Pedagogy of national and foreign languages

Teacher: Isamar Portilla

Level: 3rd BGU

Date:

Objective: By the end of this lesson, students will be able to identify a variety of environments and the elements in them.

Subject: English

Topic: Environment Vocabulary

Expected students: 40

Time lesson: 45 minutes (1 academic periods)

Time	Stage	Teachers' activities	Resources and materials
10 minutes	Warm up	**Activity: "I appreciate you because……"** Explain the game to the class; the game consists of telling a classmate that you appreciate them, then they will ask why, then the other person will answer something that they are wearing or a particular characteristic; once that is said, all the people who are wearing what the classmate said must change seats. **Example**: **S1:** I appreciate you **S2:** why? **S1:** because you are wearing a white T-shirt/because your hair is black or long. -Teachers can play with the group if they wish. -There will be three losers that will have to do a punishment.	
12 minutes	Presentation	1. Start by asking students what comes to mind when they hear **"environment."** 2. Explain that today's lesson will explore six critical elements in natural ecosystems and their importance in the environment. Introduce the new vocabulary: **0.** Gravel **1.** Clay **2.** Leaves	

		3. Soil **4.** Branches **5.** Sand **6.** Grass -While introducing the meanings of the new words, the teacher will deliver some samples of the elements to allow students to touch them and become familiar with the texture, smell, and appearance. (the samples will be in little plastic bags or boxes)	
8 minutes	Practice	**1.** The teacher will deliver a variety of pictures to the class so that each student has a different picture of an ecosystem. **2.** Once they have the pictures, they must identify all the features in the image and write their names. (for example, in this picture, there are branches, soil, grass, etc.) **3.** Finally, if they know extra words related to the environment, they can write them on their ecosystem pictures.	Appendix 5
15 minutes	Evaluation	**Mystery Box** (The box will have all the actual samples of the vocabulary, for example, natural sand, gravel, etc.) 1. Divide the class into three groups. 2. Explain that the activity consists of guessing the elements learned in class. 3. Each group must select two participants to represent the whole group in the game. 4. The volunteers must enter their hands inside the box, select and touch one sample, but blindfolded. 5. Once they have selected the element, they must touch, smell, and feel it while trying to guess. -Each group will give just two hints. -The student who guesses the element faster will win a point for their group, and the group with more points after four rounds wins.	

CONCLUSIONS

- The surveys and interviews provided valuable insights into the needs of senior students at Mariano Suarez Veintimilla School regarding written vocabulary. By using and implementing neurolinguistic programming strategies, teachers can help students enhance their cognitive processes and promote more effective language learning. It is clear that such strategies are essential for preparing students for success in the 21st century. As such, educators must continue exploring new and innovative teaching and learning methods.
- Senior students at Mariano Suarez Veintimilla School strongly desire to improve their vocabulary, particularly written. They have a range of needs when it comes to written vocabulary. While some students felt confident using new written vocabulary, others needed help with writing, vocabulary, and other aspects of language production. They also expressed a need for strategies that can help them overcome anxiety and increase their confidence when writing and using new vocabulary. These findings suggest that focusing on neurolinguistic programming written vocabulary strategies could be beneficial for addressing these specific needs.
- Experts provided insights into the complex relationship between the brain and language acquisition in L2. They highlighted the importance of understanding the role of the brain in language processing and the need for tailored strategies that can activate specific areas of the brain for optimal language learning. Creating an environment that fosters motivation and engagement for effective language learning must be emphasized.
- Several neurolinguistic programming strategies could be implemented in the classroom to enhance senior students' written vocabulary. These strategies include using visual aids

and participative oral activities to help students organize their thoughts and ideas, incorporating the method of loci and rhymes to enhance vocabulary, and practicing mindfulness techniques to reduce anxiety and increase confidence. These strategies align with current research on neurolinguistic approaches and can improve students' written vocabulary and language proficiency.

Overall, this study contributes to understanding the potential benefits of neurolinguistic programming strategies for language learning and teaching, particularly in enhancing students' written vocabulary.

RECOMMENDATIONS

- Senior students at Mariano Suarez Veintimilla School have specific needs for neurolinguistic programming strategies for written vocabulary. It is recommended that teachers should focus on identifying their student's specific needs and designing strategies tailored to those needs. This could involve using various teaching methods, such as incorporating multimedia, games, and interactive activities, to engage students and encourage active class participation.
- The brain-language relationship in L2 has a significant impact on written vocabulary production. It is recommended that teachers should emphasize the importance of using neurolinguistic programming strategies in their teaching practice. This could involve incorporating elements of neuroscience and psychology into lesson planning, such as providing students with a basic understanding of how the brain works and how this relates to language learning.
- Neurolinguistic programming strategies can be effective in improving written vocabulary production in senior students, and it is recommended that teachers should incorporate these strategies into their teaching practice. This could involve designing lesson plans incorporating various strategies, such as visual aids, storytelling, and music, to help students engage with the language and develop their oral communication skills.
- The proposed neurolinguistic programming strategies could be effective in improving senior students' written vocabulary production, and it is recommended that teachers continue to use and refine these strategies in their teaching practice. This could involve ongoing research into new and innovative strategies and regular evaluation of the

effectiveness of existing strategies to ensure that they continue to meet the changing needs of students.

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APPENDICES

Appendix 1

https://utneduec-my.sharepoint.com/:f:/g/personal/jiportillae_utn_edu_ec/EokEoKCD5RJEjvwzN-HaMUkB4cVnnBnjOnRTv1HrHlCf4Q?e=bGBc1y

Appendix 2

https://www.canva.com/design/DAF7_XlKrK4/SuETatrBtFxXeEhYAqx5Uw/edit?utm_content=DAF7_XlKrK4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 3

https://www.canva.com/design/DAF8DALAdp8/WP_M4nPI4gGS64bkUwbNIQ/edit?utm_content=DAF8DALAdp8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 4

https://www.canva.com/design/DAF8FModF-A/yAEYOCYWGjGmmwjZz7wQ7g/edit?utm_content=DAF8FModF-A&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 5

https://www.canva.com/design/DAF8Du8WGlA/jzXoGrvxBbmtOrHOtbg_pg/edit?utm_content=DAF8Du8WGlA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Figure 14

Surveys Application

Note: Figure created by the author. Source: pictures of survey applied to senior students of parallels A and B of Mariano Suarez Veintimilla School.

Figure 15

Permissions for application

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio nro. UTN-FECYT-D-2023-0049-O
Ibarra, 27 de enero de 2024

ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. JAZMIN PORTILLA

Magíster
Bladimir Carranco
Rector
UNIDAD EDUCATIVA VEINTIMILLA

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que la señorita JAZMIN ISAMAR PORTILLA ERAZO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "NEUROLINGUISTIC PROGRAMMING FOR WITTEN VOCABULARY IN SENIOR STUDENTS AT MARIANO SUÁREZ VEINTIMILLA SCHOOL"

Por la favorable atención le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

DECANATO

MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

Recibido 27-01-2024

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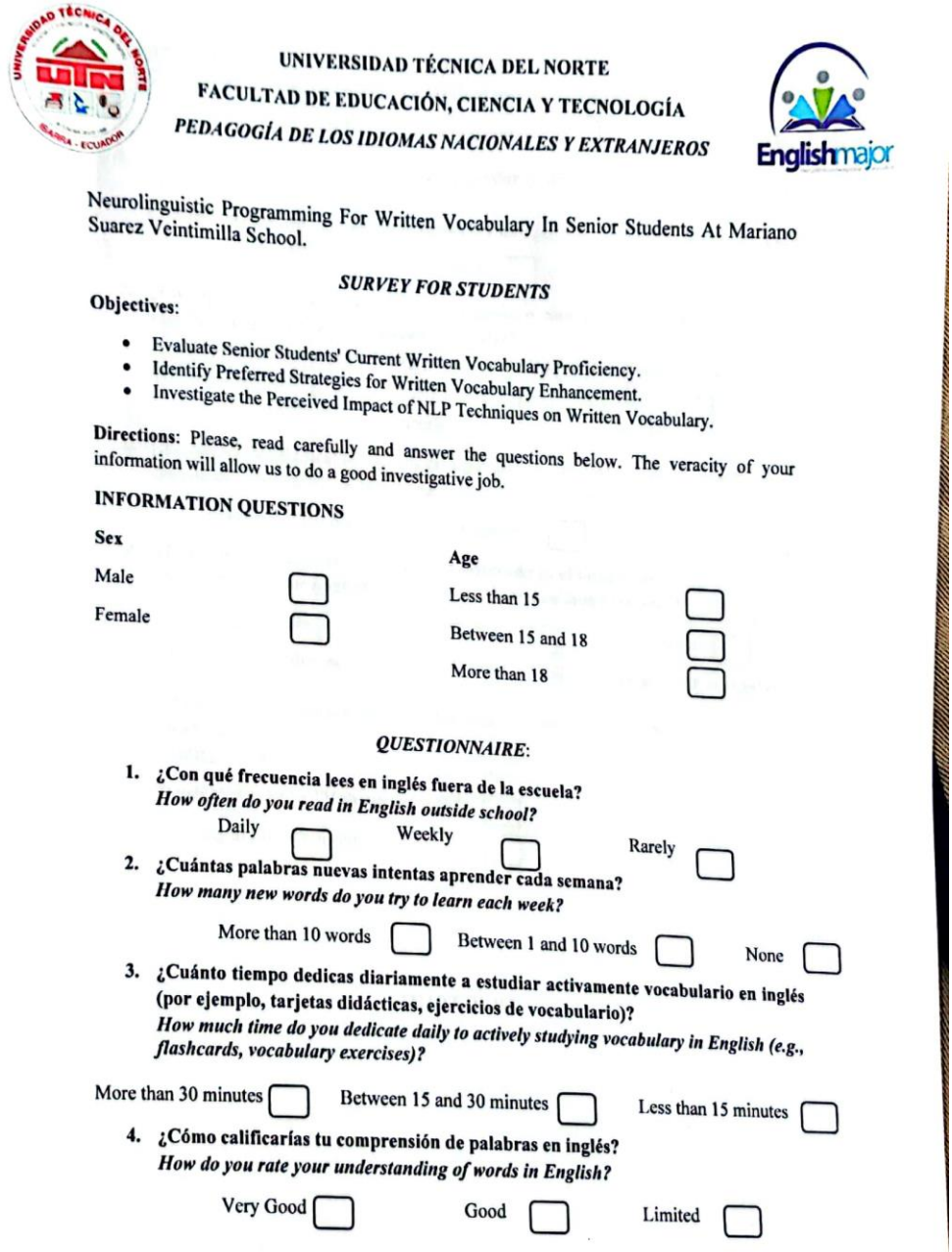
Página 1 de 1

CamScanner

Figure 16

Students' survey



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Neurolinguistic Programming For Written Vocabulary In Senior Students At Mariano Suarez Veintimilla School.

SURVEY FOR STUDENTS

Objectives:

- Evaluate Senior Students' Current Written Vocabulary Proficiency.
- Identify Preferred Strategies for Written Vocabulary Enhancement.
- Investigate the Perceived Impact of NLP Techniques on Written Vocabulary.

Directions: Please, read carefully and answer the questions below. The veracity of your information will allow us to do a good investigative job.

INFORMATION QUESTIONS

Sex

Male ☐
Female ☐

Age

Less than 15 ☐
Between 15 and 18 ☐
More than 18 ☐

QUESTIONNAIRE:

1. **¿Con qué frecuencia lees en inglés fuera de la escuela?**
   How often do you read in English outside school?
   Daily ☐ Weekly ☐ Rarely ☐
2. **¿Cuántas palabras nuevas intentas aprender cada semana?**
   How many new words do you try to learn each week?
   More than 10 words ☐ Between 1 and 10 words ☐ None ☐
3. **¿Cuánto tiempo dedicas diariamente a estudiar activamente vocabulario en inglés (por ejemplo, tarjetas didácticas, ejercicios de vocabulario)?**
   How much time do you dedicate daily to actively studying vocabulary in English (e.g., flashcards, vocabulary exercises)?

More than 30 minutes ☐ Between 15 and 30 minutes ☐ Less than 15 minutes ☐

4. **¿Cómo calificarías tu comprensión de palabras en inglés?**
   How do you rate your understanding of words in English?
   Very Good ☐ Good ☐ Limited ☐

5. **¿Qué tan cómodo te sientes usando palabras nuevas en tu escritura en inglés?**
How comfortable are you using new words in your written English?

Very Comfortable ☐ Comfortable ☐ Uncomfortable ☐

6. **¿Cómo describes tu capacidad para recordar y utilizar nuevas palabras en tu escritura en inglés?**
How do you describe your ability to remember and use new words in your written English?

Excellent ☐ Good ☐ Deficient ☐

7. **¿Con qué frecuencia utilizas un diccionario o una aplicación para buscar el significado de palabras desconocidas en inglés?**
How often do you use a dictionary or an app to look up the meaning of unfamiliar words in English?

Always ☐ Sometimes ☐ Never ☐

8. **¿Te sientes desafiado al leer textos en inglés debido al vocabulario utilizado?**
Do you feel challenged when reading English texts due to the vocabulary used?

Very Challenged ☐ Challenged ☐ Not Challenged ☐

9. **¿Crees que tu vocabulario en inglés ha mejorado en el último año?**
Do you believe your English vocabulary has improved in the last year?

Significantly ☐ Slightly ☐ No change ☐

10. **¿ Cuál de las siguientes actividades te resulta más útil para ampliar tu vocabulario en inglés?**
Which of the following activities do you find most useful for expanding your English vocabulary?

Reading books. ☐

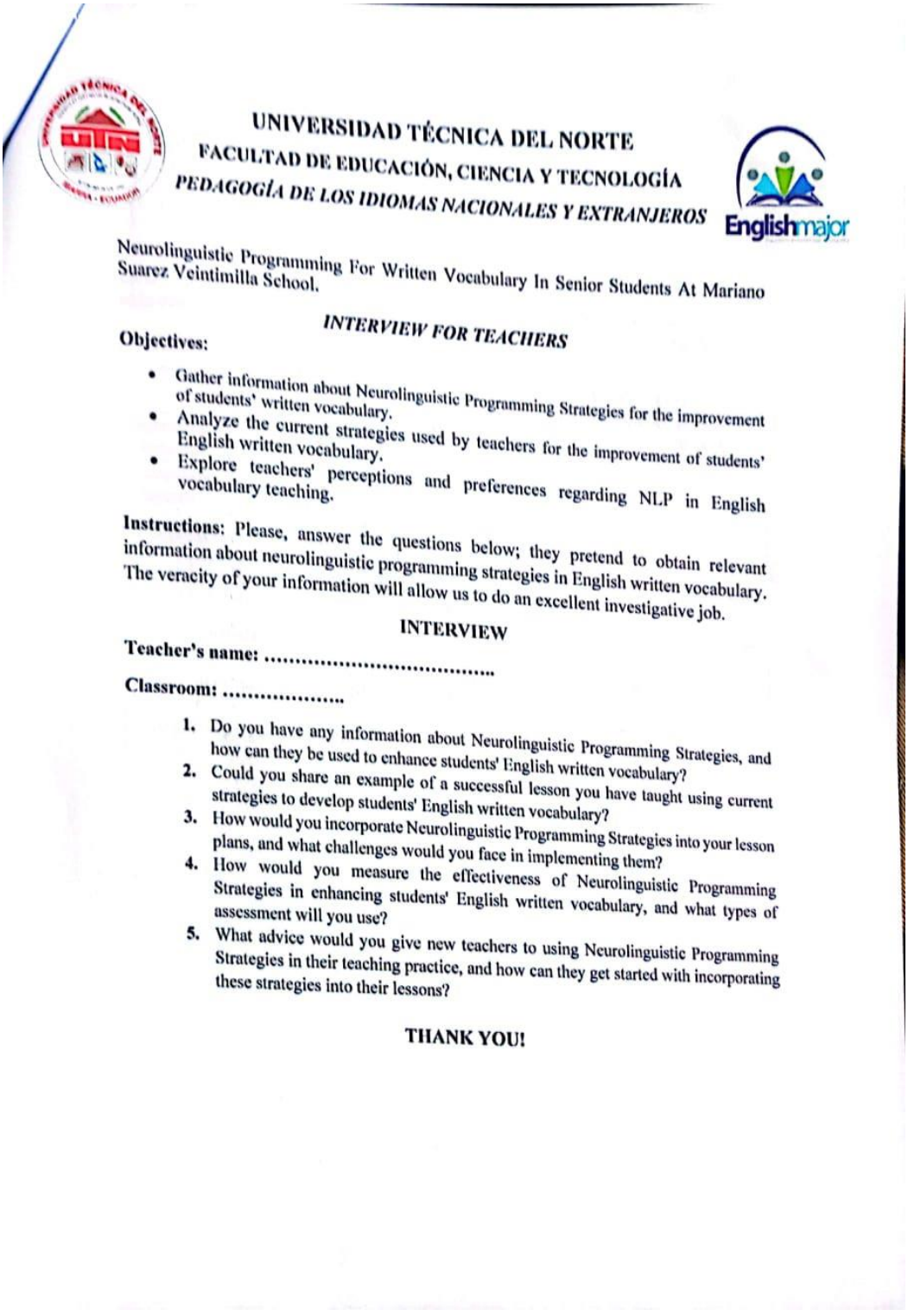
Watching movies or TV shows in English. ☐

Listening to English music. ☐

THANK YOU!

Figure 17

Teacher's interview



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Neurolinguistic Programming For Written Vocabulary In Senior Students At Mariano Suarez Veintimilla School.

INTERVIEW FOR TEACHERS

Objectives:

- Gather information about Neurolinguistic Programming Strategies for the improvement of students' written vocabulary.
- Analyze the current strategies used by teachers for the improvement of students' English written vocabulary.
- Explore teachers' perceptions and preferences regarding NLP in English vocabulary teaching.

Instructions: Please, answer the questions below; they pretend to obtain relevant information about neurolinguistic programming strategies in English written vocabulary. The veracity of your information will allow us to do an excellent investigative job.

INTERVIEW

Teacher's name: .....

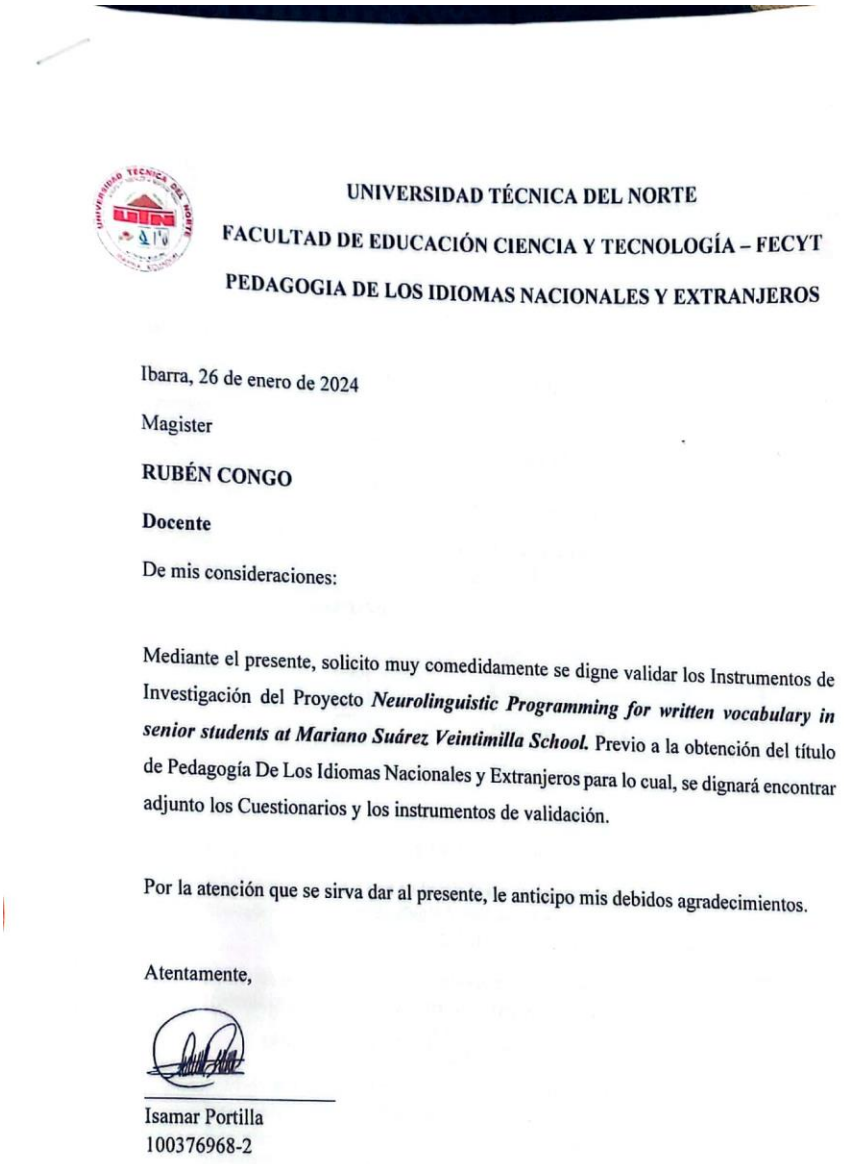
Classroom: .....

1. Do you have any information about Neurolinguistic Programming Strategies, and how can they be used to enhance students' English written vocabulary?
2. Could you share an example of a successful lesson you have taught using current strategies to develop students' English written vocabulary?
3. How would you incorporate Neurolinguistic Programming Strategies into your lesson plans, and what challenges would you face in implementing them?
4. How would you measure the effectiveness of Neurolinguistic Programming Strategies in enhancing students' English written vocabulary, and what types of assessment will you use?
5. What advice would you give new teachers to using Neurolinguistic Programming Strategies in their teaching practice, and how can they get started with incorporating these strategies into their lessons?

THANK YOU!

Figure 18

Instruments validation



UNIVERSIDAD TÉCNICA DEL NORTE

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PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 26 de enero de 2024

Magister

RUBÉN CONGO

Docente

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Instrumentos de Investigación del Proyecto ***Neurolinguistic Programming for written vocabulary in senior students at Mariano Suárez Veintimilla School.*** Previo a la obtención del título de Pedagogía De Los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los Cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Isamar Portilla
100376968-2

Fecha de envío para la evaluación del experto:	26-01-2024
Fecha de revisión del experto:	26-01-2024

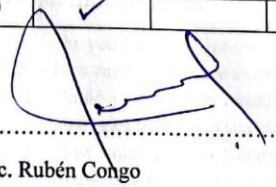
En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			



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Msc. Rubén Congo

C.C.: 100141723-5

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Institución de Educación Superior	UNIVERSIDAD
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Teléfono	0998693662

Fecha de envío para la evaluación del experto:	16-01-2024
Fecha de revisión del experto:	16-01-2024

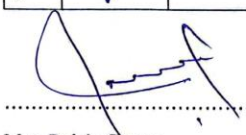
En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			



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