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at Victor Mideros High School, Academic Period 2022 - 2023

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Autor (a): Benavides Serpa Shirley Madeline

Director (a): MSc. Darwin Fernando Flores Albuja

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DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1750058487		
APELLIDOS Y NOMBRES:	Benavides Serpa Shirley Madeline		
DIRECCIÓN:	Hugo Guzmán Lara y Pedro Montufar 3-30		
EMAIL:	smbenavides@utn.edu.ec		
TELÉFONO FIJO:	(06) 251-5569	TELF. MOVIL	0983314928

DATOS DE LA OBRA	
TÍTULO:	Neuro Linguistic Techniques to Boost Speaking Lexicon in Senior Students at Victor Mideros High School, Academic Period 2022 - 2023
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ASESOR /DIRECTOR:	MSc. Fernando Flores

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AUTOR:


.....
Shirley Madeline Benavides Serpa

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MSc. Fernando Flores

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

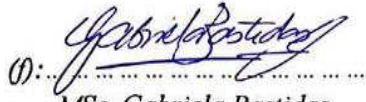
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(MSc. Fernando Flores)
C.C.: 1002188470

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El Tribunal Examinador del trabajo de titulación *Neuro Linguistic Techniques to Boost Speaking Lexicon in Senior Students at Victor Mideros High School, Academic Period 2022 – 2023*, elaborado por Shirley Madeline Benavides Serpa previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, especialidad inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:


(MSc. Fernando Flores)
C.C.: 1002188470


MSc. Gabriela Bastidas
C.C.: 1002238499

DEDICATORY

To my mother, Cecilia, who supported me from the first day that I started my personal and professional life. She was the most unconditional and dedicated individual. Moreover, thanks to the values conveyed to me, which helped me during my university life.

To my sister, who guides me in my university life to be successful until the end of this period. She was the kindest person in each lousy situation that I went through and knew how to recover my mood.

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RESUMEN

Las técnicas neurolingüísticas consisten en comprender a los alumnos en su esencia natural. Ya que intenta mejorar el proceso de aprendizaje aplicando ejercicios o tareas específicas a través de la percepción de los cinco sentidos. Además, ayudan a comprender cómo y cuál será la interacción entre el cerebro, el lenguaje, el cuerpo y el comportamiento en conjunto. Por ello, es fundamental mencionar que el objetivo general del presente trabajo de tesis es describir técnicas neurolingüísticas para potenciar el léxico en los estudiantes de último año de la Unidad Educativa Víctor Mideros, período académico 2022 – 2023, así como también diseñar una propuesta basada en ellos. Consecuentemente, los mismos intentan potenciar y desarrollar la habilidad de speaking para tener un buen desempeño y tener confianza al momento de estar al frente a un grupo de personas o en una conversación cotidiana, pronunciar correctamente las palabras mediante la aplicación de nuevo vocabulario. Adicionalmente, para cumplir con el propósito de este trabajo fue fundamental aplicar un enfoque mixto, el cual ayudó a recopilar datos numéricos y descriptivos, analizar y explicar los resultados de manera ilustrativa. En consecuencia, los resultados de la encuesta aplicada a los estudiantes fueron bastante impresionantes, ya que expresaron que les gusta participar en actividades de habla; sin embargo, los profesores de inglés no incluyen el vocabulario en situaciones reales, ya que solo lo transmiten sin ningún propósito. Posteriormente, los docentes argumentaron en la encuesta que no estaban interesados en buscar nuevos métodos, enfoques, técnicas o estrategias para aplicar en sus clases. Sin embargo, les gustaría emplear técnicas neurolingüísticas en las actividades de habla para mejorar el léxico de los estudiantes.

Palabras clave: Técnicas neurolingüísticas, cinco sentidos, léxico, vocabulario.

ABSTRACT

Neurolinguistic techniques consist of comprehending students in their natural essence. Since it attempts to improve the learning process by applying specific exercises or tasks through the perception of the five senses. In addition, they aid in understanding how and what will be the interaction between the brain, language, body, and behaviour together. For that reason, it is fundamental to mention that the general objective of the present thesis work is to describe neurolinguistic techniques to boost speaking lexicon in senior students at Victor Mideros High School, academic period 2022 – 2023, and to design a proposal based on them. Consequently, the same attempts to enhance and develop speaking skills to have a good performance and be confident in the moment to speak in front of an audience or in a daily conversation, produce the correct accent and pronunciation of the words, by applying new vocabulary. Furthermore, to fulfil the purpose of this paper, it was essential to apply a mixed approach which helped to collect numerical and descriptive data, analyse, and explain the results in an illustrative way. Consequently, the results of the survey applied to the students were rather impressive as they expressed that they like to participate in speaking activities; nonetheless, English teachers do not include the vocabulary in real situations since they only convey it with no purpose. Subsequently, teachers argued in the survey that they were not keen on seeking new methods, approaches, techniques, or strategies to apply in their classes. Nevertheless, they would like to employ neurolinguistic techniques in the speaking activities to improve students' lexicon.

Keywords: Neurolinguistic techniques, five senses, speaking lexicon, vocabulary.

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INTRODUCTION

Nowadays, learning English has become one of the essential requirements worldwide. Since this language appeared in aspects such as personal, leisure or professional. For example, individuals must know English to pass exams or do homework from school, high school, and university, and also to get a job or travel to a foreign country. Furthermore, it enables people to communicate and openly express themselves in any situation daily. Eventually, this also provides excellent opportunities such as studying abroad, meeting foreign people, and getting other job opportunities. Therefore, it is fundamental to mention how the present paperwork is going to aid both worldwide and locally.

Regarding before, the present research work was deeply motivated by the student's scarcity of vocabulary. This is why it has been witnessed that many learners currently suffer from a lack of vocabulary, causing certain negative outcomes. In fact, they gain less confidence at the moment to communicate in front of the class or in group work. Additionally, they start to dislike the English subject, provoking discouragement in performing their homework. Finally, considering emotional consideration, it is significantly important to recall that scholars obfuscate when they produce the target language appropriately, considering the English as unnecessary in their lives.

Consequently, this research work identifies a rather big problem focused on the poor range of vocabulary on senior students at Victor Mideros High School. This has shown adverse outcomes on the standards settled by Ecuador's constitution, which emphasised that learners must graduate with a prominent level of English (B1) according to LOEI to be able to communicate with no complications in the classroom and out of the institution. Nonetheless, the results are not as expected since teachers still apply traditional teaching methods, approaches, strategies or tasks which are not focused on the production of the English language in the classroom and on a daily basis. Similarly, it occurs with included material and resources as they are based only on the book or common worksheets.

As mentioned above, it is the paramount importance to describe the internal-affective factor. This is related to low economic resources from parents and traditional methods employed in institutions. In fact, nowadays in Ecuador, the economic situation has been worse through the years, hindering a good quality of life, specifically in education. In other words, currently, learners' progenitors can only afford an inexpensive English course with a lack of resources and pedagogical materials as they do not belong to a wealthy status group, privatizing a high-quality education. Thus, parents must opt for registering pupils in a public high school, provoking a low range of vocabulary, basic acquisition, and domain of English learning. Furthermore, some public institutions located in rural zones apply traditional methods, strategies and techniques that affect the students' learning process. For that reason, Imani (2019) stated that professors have just consisted of lectures, discussions, and demonstrations without worrying and focusing on the individual differences and needs of the students. Given that, it can express that traditional methodology is still a "teacher-dominated interaction" due to the whole class and activities are not centred on the student

since they are still delivering the knowledge as owners of it, not becoming promoters and builders. As a result of this, creativity and motivation are killed sharply.

Then, it is the external factor that is linked to the socio-cultural point or social context. This has illustrated that an individual is not able to learn a foreign language due to all the elements that engage this, such as identity, ethnicity, and cultural stereotypes, but the most important to the mother tongue that the scholars are exposed to and how he or she processes the information, known as "input" (Bastidas Arteaga & Muñoz Ibarra, 2019). In other words, pupils do not keep in touch with a society that is native in the target language, or at least they do not have near friends, classmates, or any family members that domain it. Therefore, English production and skills development are challenging when people's surroundings are Spanish.

Regarding all factors that convey the problem, it is fundamental to mention that those were greatly useful for describing neurolinguistic techniques to boost speaking lexicon skills. In this way, this research work seeks to diminish the English learning complexity on students when they want to communicate through ideas, opinions, or shrieking sentences in the target language. Therefore, this skill should be improved from the most basic knowledge to increase students' vocabulary significantly.

For that reason, it is crucial to explain how this project will contribute positively to the direct beneficiaries of Victor Mideros High School. They referred to English faculty and learners from the institution. For teachers, this information will work as an aid since it will help to accelerate, change, modify and improve their teaching process in daily practices. These techniques will aim to create a strong relationship among students and with the teacher in and out of class, increase knowledge by anchoring their emotions and sensory aspects, and attempt to imitate behaviours, gestures, or vocabulary from native people to involve students in an English environment, both American and British. With respect to students, they will perceive each class and activity built on their needs and English level, enhancing their speaking lexicon skills. In other words, speaking activities will provide a different perspective on practising vocabulary as pupils will link their lives in activities such as performances, crosswords, dialogues, conversations, word searches, making videos, imitating native people, or games as "Simon says....." and "saying a word". As a result, the activities mentioned before will encourage students to internalise the vocabulary and enhance their lexicon simultaneously.

Correspondingly, it is vital to mention the indirect beneficiaries. They are people located at local and regional spots. Given that, the main objective is to make this information profitable for every individual who is interested in this topic. Since this research work might be the beginning of changing the traditional methodology of teaching English as a foreign language by applying Neurolinguistic Techniques. With respect to "every individual" it refers to authorities, professors, students from other public institutions, and the community in general.

As a result of the aforementioned, the general objective of this work is to describe Neurolinguistic techniques to boost the speaking lexicon in senior students at Victor Mideros High School, academic period 2022 - 2023. In the same way, their specific objectives of it are to identify neuro-linguistic techniques to enhance speaking lexicon, diagnose the neuro-linguistic techniques used by teachers at “Victor Mideros” High School to boost speaking lexicon, and design a proposal based on neuro-linguistic techniques. This is in order to motivate teachers to use new strategies and obtain new ideas or ways to teach or to create creative, different, and unusual pedagogical activities instead of applying the same traditional ones. Additionally, it expects to trigger significant effects and impacts on learners to be involved in the target language environment, fulfilling this thesis's goal of using a vast and valuable vocabulary. Finally, this investigation concerns teachers’ and students’ benefits and needs.

In short, the English language is the most used in the world. It enables people to communicate for different purposes, such as travelling abroad, studying something related to English, signing up for a course, or applying for a scholarship to succeed in life. For that reason, the present work provides a proposal to guide teachers in changing their strategies or perhaps mixing them and aiding learners in boosting their speaking lexicon, avoiding the use of traditional teaching methods, approaches, strategies, or tasks which are not focused on the production of the English language in the classroom and on a daily basis.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. NEUROLINGUISTIC PROGRAMMING

Neurolinguistic programming is a study that analyses the interaction between the brain, language, body, and behaviour to know what kinds of patterns can generate (Steinbach, 1984). Grinder and Bandler created this to explain how people develop and react towards their own environment, but related to the professional, personal, academic and psychotherapy fields. In this way, neurolinguistics has a bedrock of language, and through it, it attempts to help people communicate effectively and precisely.

Furthermore, Neurolinguistic Programming involves the five senses. Since it aids in comprehending human beings through the natural resources they are exposed to. In other words, the combination of visual, olfactory, gustatory, auditory, and kinaesthetic senses enables analysing of why people behave in any situation. For that reason, Lackton (1979) expressed that people feel externally as this can be conscious or unconscious. As a result, they produce specific reactions or behaviours, becoming a translation from the body itself (As cited in Einspruch, E. L., & Forman, B. D., 1985). Therefore, neurolinguistic programming focuses on body language but on what the five senses absorb.

To sum up, neurolinguistic programming is a study by John Grinder and Bandler that helps comprehend how people behave toward their environment based on body language and the five senses. In the same way, to understand the interaction between the brain, language, body, and behaviour to realize what kinds of patterns can generate all of them.

1.1.1. Components of neurolinguistic programming

- **Consciousness:** The foundation of NLP defined awareness as the collection of subjective perceptions that occur outside of an individual's consciousness, which means that humans have an “unconscious mind” (Smith, 2020).
- **Learning:** NLP employs an imitative learning process known as modelling which claims to be capable of codifying and reproducing an exemplar's competence. As a result, the sequence of sensory/linguistic is based on the individual's experience since the execution of the skill is a crucial aspect of the codification process (Smith, 2020).

1.2. NEUROLINGUISTIC PROGRAMMING AND EDUCATION

Neurolinguistic programming fulfils a great role in the educational field. This area offers certain techniques which are related to natural learning. Since it builds on senses, emotions, environment, and rapport with people. It also helps educators to understand their students completely.

According to a study by Paul Tosey & Jane Mathison (2003), neurolinguistic programming offers comprehension of each student's environment and learning style to know which methods and techniques should be applied on them. For that reason, it is essential to describe some prominent points of this study:

- Mutual feedback is required for a successful teacher-student relationship. This must be dynamic rather than a relay of data from one person to another.
- Educators should act in accordance with the world concept but not in concordance with their beliefs.
- A student's language and conduct enable to reflect her/his representation and the information processing in diverse ways.
- Learning is the acquisition of knowledge, beliefs, actions, and behaviours which are developed and adjusted through teaching.

To sum up, neurolinguistic programming is rather essential into education field. As it allows the educator to comprehend how the student might learn and what kind of methods should be used in class. In this way, the knowledge acquired by learners will be in high quality and accurate to be used in real situations.

1.3. NEUROLINGUISTIC PROGRAMMING APPROACH IN THE LANGUAGE FIELD

Although the neurolinguistic programming approach is strongly related to psychology, it is essential to express that this can be linked even in the language teaching field. Since it enables professors to know about students' behaviour to give accurate treatment and much more when they are learning a language (Narcisa et al., 2021). Nonetheless, neurolinguistic programming needs to be comprehended by elements. Since the acronym "NLP" must be divided to understand how it works in the language teaching field.

Table 1.

Explanation of the function of NLP in a separate form

Elements	Observation
Neuro	It concerns the perceptions of the world that human beings have which are presented in their brains via neural processes.
Linguistic	Humans use language to express themselves and share their views of the world and life.
Programming	It is focused on teaching people how to think, talk, and behave in new and good forms to unlock their full potential and accomplish great achievements that individuals had only imagined.

Note: Own authorship.

Therefore, always the language teaching field needs a small amount of psychology to develop the learning process. Since the teacher must have a rather accurate understanding of the behaviour of each human being, in this case, students. Accordingly, the professor should choose techniques, strategies, models, methods, and approaches based on their reactions in the class.

1.3.1. Operational Principles of Neurolinguistic Programming

Operational principles of neurolinguistic programming are linked to the behaviour and speaking aspects. Due to people act, think, and speak according to the different stages that he or she is exposed to in their environment (Smith, 2020). In this way, the conduct can be shown when the individual makes up his/her mind to do something.

In consequence, the principles of neurolinguistic programming involves aspects such as *outcomes*, *sensory acuity*, *behavioural/flexibility*, and *rapport*. Because of these focus extensively on the conscious/unconscious, decisions, life challenges of human beings. Nonetheless, those terms are defined differently by some authors as they explained them according to their own perceptions.

Table 2.

Operational principles of neurolinguistic programming

Principle	Own definition	Authors definition
Outcomes	To get an outcome, the individuals preestablish a goal in their life to find a way to obtain it.	<ul style="list-style-type: none">• According to Smith (2020) he states that outcomes are decisions and actions that people go through to achieve what they desire.• Metcalf et al. (2008) express that outcome is defined as the thing people desire and fight for it.
Sensory acuity	It is the application of each sense that humans must be knowledgeable about the situations around them.	<ul style="list-style-type: none">• It is an aid to be conscious of what is happening in the environment. Furthermore, the human being should use his or her senses to act according to that (Delbio, A., & Ilankumaran, M., 2018).• This refers to employing the five senses to become more aware of the surroundings. It tells people if the activities are helping to get closer to their goals (Metcalf et al., 2008).

Behavioural / Flexibility

The learner should be willing to embrace the changes that come through around him or her. Additionally, to behave accurately according to them.

- It motivates kids to adapt themselves in all situations. It also teaches the student how to cope with life's changes (Delbio, A., & Ilankumaran, M., 2018).
- According to Hedayat (2020), flexibility is when people must alter the procedure to reach their goals. As a result, the behaviour becomes adaptable to succeed in any situation that comes through in life.

Rapport

It helps to build rapport with yourself and others. As also, it helps learners to maximize similarities among individuals and minimized differences.

- It aids in improving interpersonal relationships and leading a successful life (Delbio, A., & Ilankumaran, M., 2018).
- Rapport is seen as a talent that can be improved and cultivated. Adapting people's behaviour referring body language and communication field (Metcalf et al., 2008).

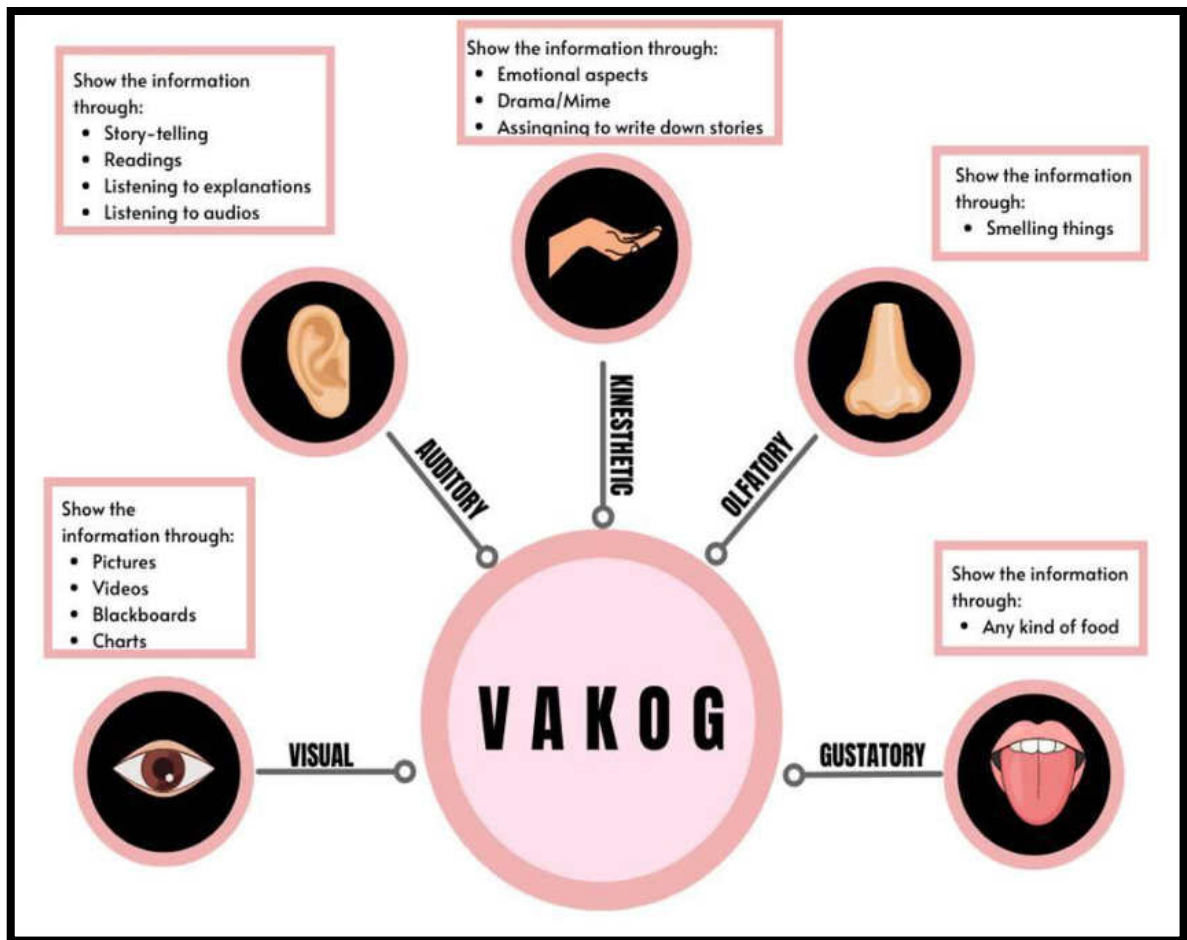
Note: Own authorship.

1.4. REPRESENTATIONAL SYSTEM (VAKOG)

The representational system considers all five senses in order to know how individuals learn. That means how scholars catch the information and which is the best manner to present it. Hence, Kong and Farrell (2012) stated that the most accurate way to acquire knowledge is via the five senses (visual, auditory, kinaesthetic, olfactory, and gustatory, for that reason,

professors should employ the material class or resources in various forms, as they cope to different types of students daily. That is to say, in each course might be found some students that rather prefer to study through pictures and mind maps, others would love to understand the topics through audios or explanations, and certain learners opt for receiving the subject by interplaying with real situations in classes or doing a practice first and then theoretical part, or vice versa (As cited in Sharii & Hamzah, 2016).

Figure 1.
Representational System (VAKOG)



Note: Own authorship.

In addition, Sibley (2006) expressed that VAKOG is significant in the teaching and learning process since it is a combination of actions. As a result of this, the five senses are considered as predicates, breaking down into predicate phrases. In brief, predicates are individual words related to each sense. These might be adjectives or verbs. While predicate phrases are defined as the creation of sentences according to what the individual sees, hears, touches, tastes, and smells. As a result, learners increase their knowledge and by default vocabulary.

Table 3.*Examples of Predicate and Predicate phrases*

		Predicate	Predicate phrases
S E N S E S	Visual	<ul style="list-style-type: none"> • Look • Imagination • Preview • Survey • Vision 	I see what you desire.
	Auditory	<ul style="list-style-type: none"> • Accent • Tone • Sound • Vocal • Tell 	Ring the bell.
	Kinaesthetic	<ul style="list-style-type: none"> • Handle • Solid • Sensitive • Tension • Touch 	I am not permitted to put my finger on your phone.
	Olfactory	<ul style="list-style-type: none"> • Fish • Fresh • Smoky • Nosy • Stale 	Smell a dog.
	Gustatory	<ul style="list-style-type: none"> • Bitter • Sour • Spicy • Juicy • Taste 	A sweet apple.

Note: Own authorship.

1.5. ADVANTAGES OF NEUROLINGUISTIC PROGRAMMING

As every method, technique or approach has advantages, neurolinguistic programming also does. Therefore, it is essential to mention how beneficial it is in the teaching field since it ponders the learner as the main character in the learning process since the pupil must be comprehended as a unit.

1.5.1. Advantages

- It develops language acquisition through psychological characteristics, making neurolinguistic programming a natural way.
- It emphasizes acquisition above learning.
- It promotes a good learning atmosphere.
- Practical knowledge is valued more than theoretical.
- The necessity of creativity is dramatically emphasized.
- Students absorb the language unconsciously.
- Students enjoy themselves in NLP courses.
- It provides a self-motivation and self-awareness technique.
- A positive relationship between a teacher and pupils leads to succeed in a class.
- It emphasizes the significance of personal growth.

1.6. NEUROLINGUISTIC PROGRAMMING TECHNIQUES

1.6.1. Anchoring

Anchoring, as its name says is a link that the professor does to relate the topic to the student's creativity. Nevertheless, Delbio, A., & Ilankumaran, M (2018) defined it as how the instructor provides feedback and tries to elucidate the pupils' interior thoughts and arguments. Given that, the teacher may provide specific questions to generate innovative student responses.

Consequently, this technique is helpful in the teaching-learning process. Since it works as a crucial aid to understanding learners' emotional and sensory aspects, in this way, professors may make anchors through any word, topic, picture, or object to retrieve positive memories, getting a follow-up through a conversation. As a result, it diminishes tension, fear, and anxiety, as well as the restoration of inner feelings and the resolution of difficulties. Therefore, Siddiqui (2018) vigorously affirmed that anchoring facilitates pupils in developing a good attitude toward learning to cope with their struggles.

In brief, anchoring allows scholars to learn the target language based on a link between professor inputs (topic, material, resources) and their creativity since they can express their ideas, thoughts, or opinions. Therefore, they can attain a conversation with a good range of confidence.

1.6.2. Building Rapport

The building rapport technique centres on the student's bond with people who are around. This attempts to obtain assertive communication with others, inquiring about common particularities and interests (Delbio, A., & Ilankumaran, M, 2018). For that reason, relating this to the academic ground, it helps to have a good relationship between teacher and students, creating a positive learning environment.

Then the use of this technique fulfils the communication goal. Since it centres on fostering a positive relationship among students with the academic instructor. Additionally, it can aid in bridging communication gaps and create a welcoming environment, resulting in an engaging class full of activities (Siddiqui, 2018). As a result, this technique allows the creation of a good climax in the classroom in order to enhance speaking skills.

In short, the building rapport technique is a great aid to students and professors. Since learners are able to generate a stronger relationship between the teacher and classmates and, at the same time to improve their English language acquisition. While teachers, through communication, they might create a confident and pleasant spot to be understood by pupils.

1.6.3. Modeling

Modeling is a technique that permits the student to take to someone as a role model to coping his/her behaviour. In this way, it can imitate the speaking way, accent, intonation, and even some facial gestures. For that reason, Rayati (2021) argued this aspect as significant since she conducted a study work, where the participants (English teachers) answered that this technique dramatically helped learners to improve their speaking and also their lexicon employing this.

Likewise, Siddiqui (2018) expressed that technique modeling is not only about copying the intonation or speaking manner, but also it implies gestures and expressions. As a result, pupils are more exposed to a natural English environment, where they adapt those aspects to their way of talking with peers or work groups or conversations with the teacher day by day.

On the whole, it allows scholars to take a role model and imitate their speech pattern, accent, intonation, and even certain facial expressions. In this sense, learners are able to acquire the target language naturally, boosting their speaking skills and, most importantly, increasing their range of vocabulary to be used in class with their partners and instructors, and out of the class with their family or friends as much as possible.

➤ **Levels of the Complexity of Skills and Capabilities**

Levels of the complexity of skills and capabilities are pretty fundamental to know for being a teacher or a future one. These work as an aid to guide students when they start learning a foreign language and the elements such as the accent, intonation, or unknown words are strongly involved. On the contrary, learners might get confused during the acquisition of it. Hence, it is essential to describe a chart that explains how the student can effectively imitate a native speaker.

Table 4.
Levels of the complexity of skills and capabilities

Level	Definition	Examples
Simple Behavioural	Specific, tangible, plainly visible behaviours that occur in short periods of time would be considered talents.	<ul style="list-style-type: none"> • Dance movement. • Shooting a basket.
Simple Cognitive	Skills are mental processes that are precise, clearly identifiable, and testable that occur in a short amount of time.	<ul style="list-style-type: none"> • To spell. • To acquire new vocabulary.
Simple Linguistic	The ability to recognize and employ particular keywords, phrases, and queries would be required.	<ul style="list-style-type: none"> • To recognize specific keywords. • To ask specific questions.

Complex Behavioural	Construction and coordination of basic behavioural sequences are abilities.	<ul style="list-style-type: none"> • To learn martial arts. • To play a sport.
Complex Cognitive	Skills need to synthesise or sequencing of other basic cognitive abilities.	<ul style="list-style-type: none"> • To solve a mathematic problem. • To create a song.
Complex Linguistic	The use of language is extremely dynamic and frequently spontaneous.	<ul style="list-style-type: none"> • To persuade someone. • To be able to use storytelling.

Note: Own authorship.

1.7. THE SCIENCE OF LANGUAGE LEARNING

The ability to learn a language is considered a magnificent power. Thanks to it, human beings can convey complicated opinions, feelings, and thoughts by uttering sounds. Despite of individuals can transmit any kind of message; they are still unknowledgeable towards the number of brain processes they have to carry out to produce a single word and how information is shared or received.

Spada et al. (2013) argued that what sets humans apart from animals is their mastery of language for communicating complex ideas through audible utterances (As cited by Lema, 2021). For that reason, many scientists and experts on the theme attempt to relate the science of language learning to the manner that babies are able to communicate after some months of life. This is because they only utter individual words by imitation since their brain may absorb them easily. Hence, language learning is considered as the copy of habits and sounds, letting humans speak since they are little boys or girls.

In this regard, Piña (1980) argued that based on the psychologist Vygotsky's theory, the science of language learning implies not only the biological field but also the individual's environment (As cited in Congo et al., 2018). Thereby, to develop speaking ability, learners must have a strong interplay with their surroundings (home, relatives, teachers, partners, and society in general), implicating the cognitive area and innate verbal communication altogether.

Thus, learning a language comprises that human beings are able to recognize the target language by inertia before their birth. Then, they develop it by interacting with their environment in the course of their growth. That means during the gestation period, the first sound that the baby hears is the mother's voice, letting them understand what she wants to transmit or how she feels (Chomsky 2006). Consequently, children easily follow some patterns to communicate in their infant development.

1.8. ENGLISH AS A FOREIGN LANGUAGE (EFL)

Globalisation permits people to communicate in several languages. Despite that fact, English is one of the most essential worldwide as it is considered a Lingua Franca. Thus, this language has become a cultural transmission due to it being transmitted from one individual to another, alluding to a global proliferation.

Consequently, Mansfield & Poppi (2012) pointed out that it has originated distinct kinds of accents from everywhere, allowing communication among people and comprehension between them. As a result, individuals who are not native speakers might adapt and transmit ideas with no struggles.

In this way, the target language has opened billions of opportunities. In fact, in the academic field, learners are able to apply for many scholarships or afford university exchanges. According to the professional ground, individuals may travel abroad for business. Eventually, in concordance with the entertainment field, English allows people to compose the most remarkable novels and plays in history.

Although English has been immersed in many aspects supporting each person's development, this may not be acquired accurately due to cultural differences (Melo, 2023). Since learners struggle with the target language as it is foreign, and hence, they are not exposed to it daily as pupils are used to utilising their mother tongue. Nevertheless, teachers attempt to employ many tasks and pedagogical methodologies in institutions to learn it.

1.8.1. English Language Skills

English is considered one of the most fundamental languages in the world and spoken too. This breaks down in four skills (*reading, writing, listening, and speaking*) which enable learners to acquire knowledge through them. Additionally, they are classified into two types: receptive (*passive*) and productive (*active*) skills.

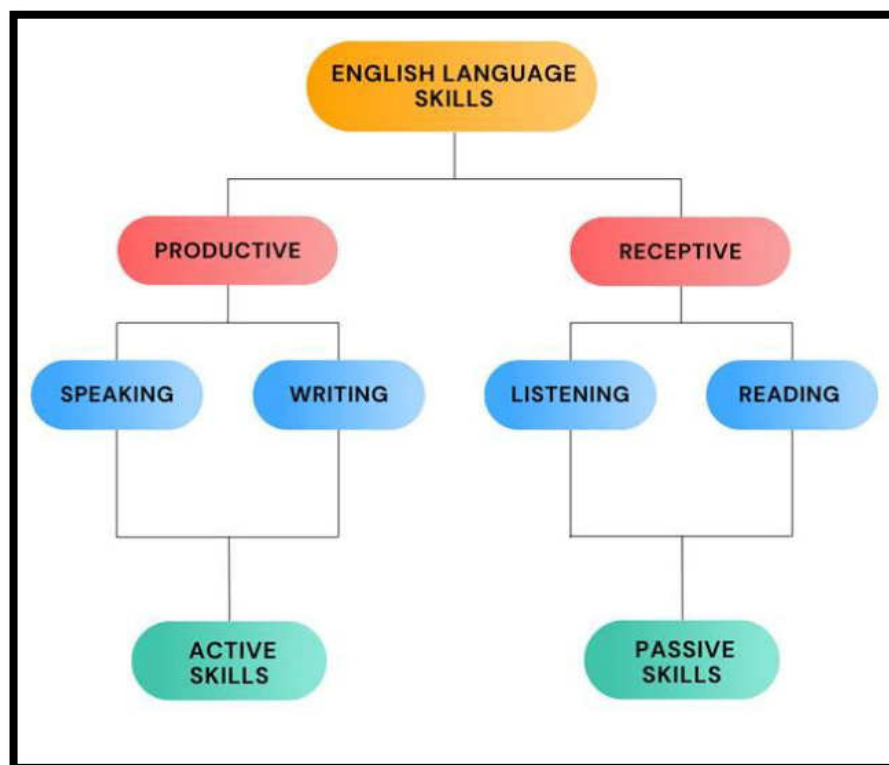
Before describing which are the skills of this lingua franca, it is quite significant to know what the meaning of skill term is:

- According to Husain (2015), skill is the capacity to accomplish something successfully.

- According to Knapp (2014), skill is the trained capacity to bring about pre-determined consequences with utmost assurance, frequently with a minor investment of time or energy (As cited in Chu-Qing Zhang, 2019).
- According to Mohamed et al. (2005), skill is the qualifications, broad skills, or competence model that a human being must be capable of performing any action.

Regarding the information above, it is essential to present the graphic organizer which describes productive and receptive skills.

Figure 2.
Classification of the English language skills



Note: Own authorship.

As a result, the graphic organiser explicitly explains that **productive** skills are *speaking* and *writing*, whereas **receptive** are *listening* and *reading* skills. In this way, writing comprehends communication through symbols, while speaking allows learners to utter sounds actively. On the contrary, listening receives information via the hearing sense, unlike reading, which acquires information employing the sight sense.

➤ **Receptive Skills**

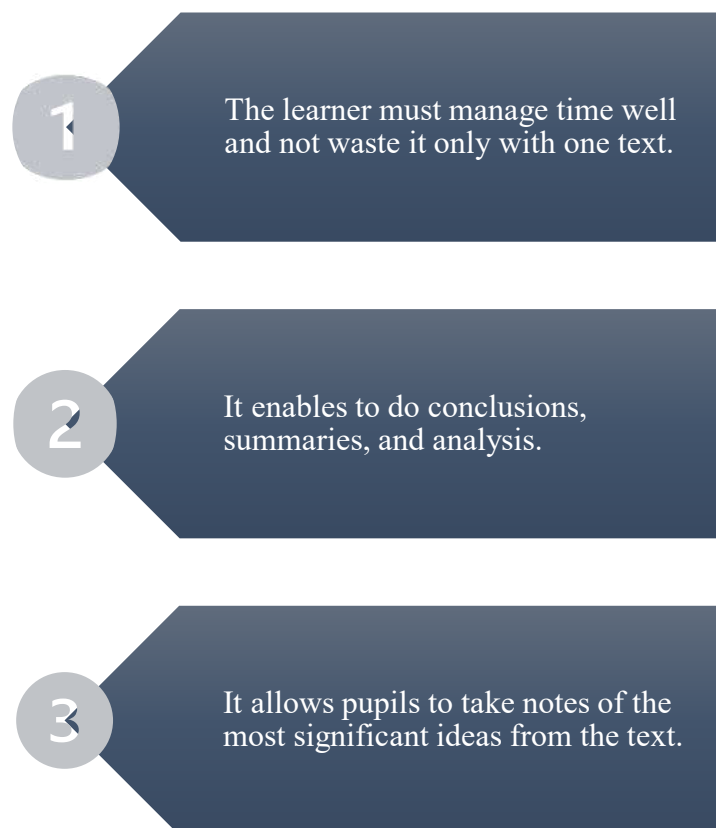
• **Reading Skills**

The capacity to comprehend and understand a text at the proper age and level (Hurtado & Latacumba, 2022). Given that, reading properly and profoundly necessitates not only your attention but also efficiency in order to avoid repeating the same sentence. Thus, this skill helps pupils to acquire data from any kind of manuscript.

Regarding before, it is pertinent to provide some characteristics:

Figure 3.

Characteristics of Reading skills



Note: Own authorship.

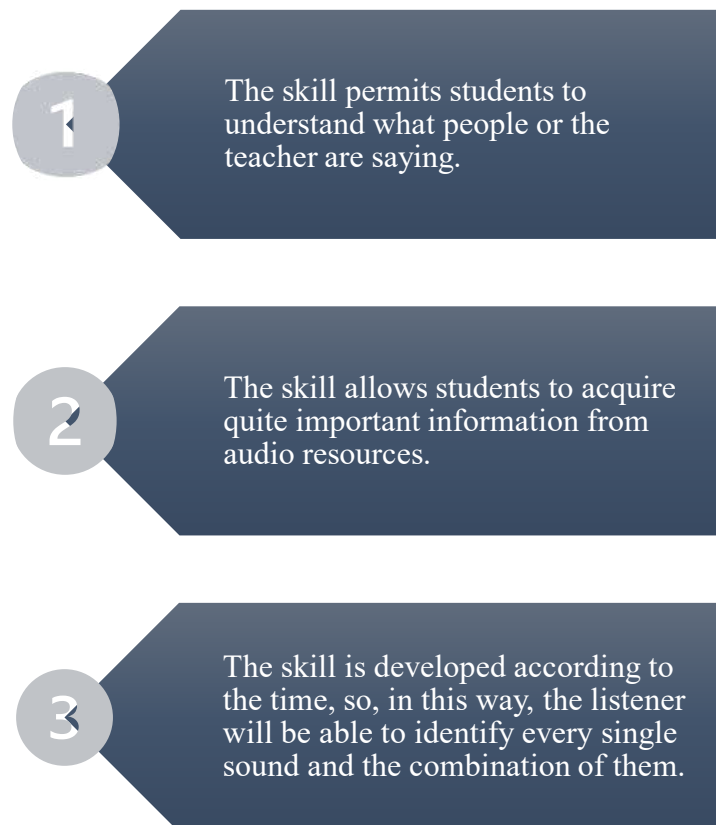
- **Listening Skills**

The capacity to grasp and extract knowledge from auditory resources while understanding the teacher's terminology and directions (Hurtado & Latacumba, 2022). Despite this, it is essential to mention that there is a difference between listening and hearing. In fact, hearing is the action of not acquiring any information since the individual is not totally focused, whereas listening is centred on an individual's voice or audio (Humes, 2021).

In concordance above, it is essential to give some features:

Figure 4.

Characteristics of Listening skills



Note: Own authorship.

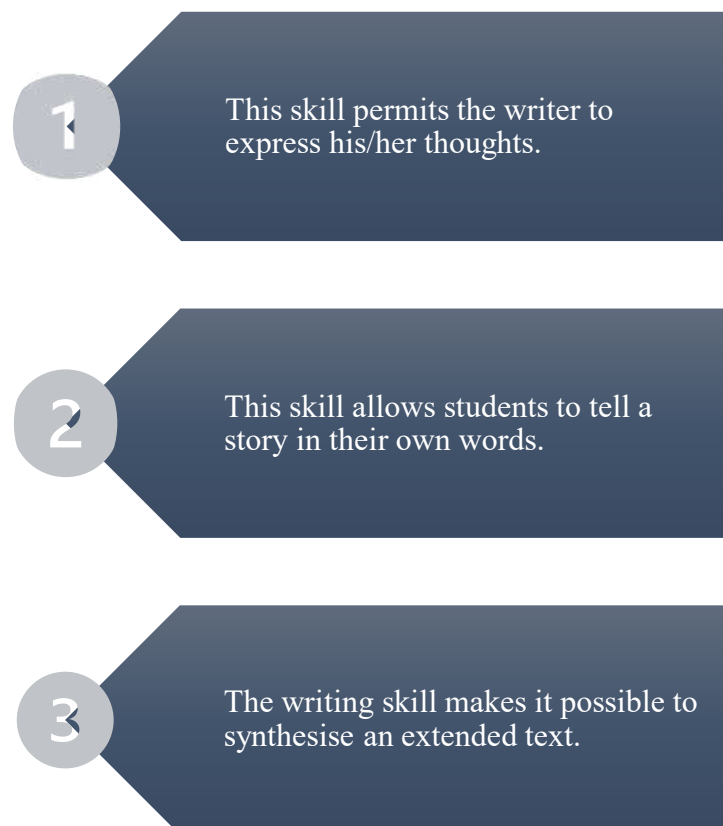
➤ **Productive Skills**

• **Writing Skills**

It is the ability to create sentences, paragraphs, and essays that are grammatically well-structured. It permits writers to attain comprehensible syntax when they transmit any message. Additionally, Penelitan (2018) argued that writing skill is most difficult even for native speakers since it entails a pictorial depiction of speech and the formulation and presentation of concepts in an ordered manner. Therefore, writing skill is building any text while fulfilling the grammar rules accurately.

In reference to the aforementioned, it is important to supply some characteristics:

Figure 5.
Characteristics of Writing skills



Note: Own authorship.

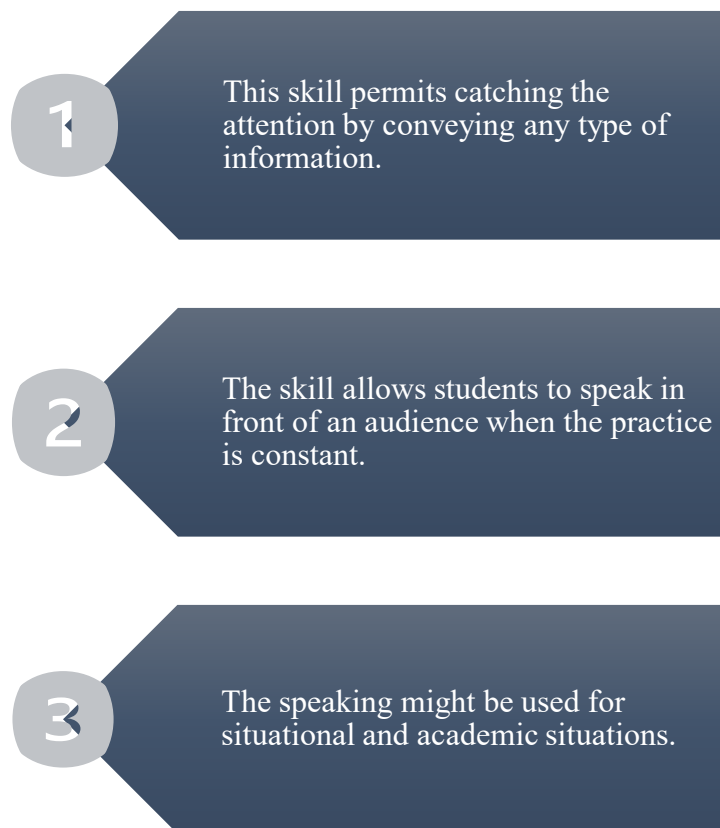
- **Speaking Skills**

It is the capacity to express and share information through oral language, becoming the main centre function of the four skills. As a result, it can establish a conversation in pairs or groups of more than three people. For that reason, it is necessary to cite Hornby (2005) who stated that speaking skill is an individual's interaction with someone else. Nonetheless, Guevara & Flores (2020) emphasized that learners might enhance this ability only if the teacher works out the lack of grammar and vocabulary during their learning process.

With the regard to before, it is important to illustrate some features:

Figure 6.

Characteristics of Speaking skills



Note: Own authorship.

1.9. SPEAKING SKILLS

Speaking is a productive skill that permits learners to communicate. By transmitting formal information (presentations, lectures, or news) and informal information (feelings, emotions, gossiping and thoughts). Nonetheless, this is one of the most complex abilities to develop due to self-confidence, stimulus, and feedback are not witnessed at the first practice.

In this way, the stimulus is intensely involved in speaking skills since all the responses a human may provide are thanks to it. In other words, the incentive relates to the student's active critical thinking capacity to establish a conversation (Hadfield & Charles, 2008). For instance, asking students a few questions about any topic or reading implicitly obligates them to answer by giving opinions and arguments.

Likewise, acquiring self-confidence aid in expressing thoughts or ideas and even arguing with anyone about a particular topic in consideration. Despite this, reliance cannot be implemented isolated since the learner must have a partner to practice and interact with each other to gain it (Liao, 2019). Consequently, students will feel assured about what they are saying without difficulty, acquiring fluency.

Finally, it occurs the same with feedback, as it is a fundamental component for improving speaking skills. Since it attains to correct the mistakes made by learners in the speech. Whereas to do this, the professor must not interrupt while the student is performing since they will not have the opportunity to acquire fluency (Hadfield & Charles, 2008). For that reason, Rahimi et al. (2012) stated that the comments should be provided at the final of the conversation by employing delayed error correction (DEC).

1.9.1. Sub-skills of Speaking

Speaking contains four sub-skills that help to improve each part of the speech. They are quite important and required to turn into a well-trained foreign speaker. Thereby, it is necessary to cite Lackman (2010) who stated that teachers must teach according to specific sub-skill. Since they should help to structure conversations to be involved in the English environment. Therefore, it is fundamental to define the following sub-skills: grammar, pronunciation, fluency, and vocabulary.

Table 5.
Important aspects of sub-skills of Speaking

Sub-skills	Definition	Features
Fluency	It focuses on natural responses. Due to the speaker demonstrates how confident is.	<ul style="list-style-type: none"> • It makes a clear connection with the point that the speaker wants to communicate. • Listeners receive the right message.
Grammar	It highlights what is communicated.	<ul style="list-style-type: none"> • It attempts to use the minimum percentage of grammar structure.
Pronunciation	It focuses on the articulation of each word.	<ul style="list-style-type: none"> • It makes meaningful when the statement is well pronounced. • The statement should be utter with intonation, stress, and rhythm elements.
Lexicon/Vocabulary	It is knowledge about the definition, spelling and function of words.	<ul style="list-style-type: none"> • Lexicon allows the speaker to widen his/her speech.

Note: Own authorship.

1.10. SPEAKING LEXICON

The speaking lexicon is a database containing an exhaustive list of words that help to express ideas, feelings, and opinions. It is basically the vocabulary that the learners acquire and possess during their life. Further, this one tends to change according to the level of English and even the situation that an individual is in. As a result, the learner totally comprehends the complications that include this.

When vocabulary is in the learning process, the student must comprehend the meaning, definitions or concepts of each term used (Munawarah, 2018). Thus, acquiring a set of words implies knowing them in different contexts or situations to have the capacity to use them in speech. As a result, the learners will learn simultaneously even how to utilize them, in other words, their function.

Eventually, another essential element of the speaking lexicon is spelling. This is employed when a person attempts to communicate with native and non-native speakers since the listener may receive the whole message without any inconvenience (Torky, 2006). Thus, pronunciation is also strongly linked to it since the learner must attempt to utter in a precise way.

1.10.1. Spoken Lexicon Improvement

Many studies have evaluated the effectiveness of training methods for recognising lexical understanding as a crucial component of human communication. This is why having a good range of it aids attempt to recognize between collocations, idioms, singles words and even compound.

Krashen (1982) claimed that language might be treated organically as long as teachers and backgrounds supply vast new information to improve speaking lexicon. Therefore, during the learning process, the number of terms must increase daily to avoid being stuck with a few words taught in the class, reaching a higher level of English.

Thus, lexicon control is also involved because it is more vital than any other human communication ability (Wilkins, 1976). That is why native English speakers centre more on vocabulary level rather than grammar because, for them, to be knowledgeable in a long number of words is essential, helping to express and enabling individuals to have a worthwhile interplay with the target language.

As a result, having accurate knowledge of the lexicon provides the success of foreign scholars. Since their outcomes will be positively noticeable in each lesson as they gain competence in the theoretical and practical aspects. Therefore, considering the standards settled by the government, they will be fulfilled in each academic period.

CHAPTER II: METHODOLOGY

2.1. DESCRIPTION OF THE STUDY AREA

Victor Mideros High School was the scope institution to achieve the current research work. It is located in San Antonio Parish in Imbabura province which is considered a rural public high school of regular education with forty-six years of teaching labour. Moreover, this benefits learners from San Antonio Parish and surrounding areas since its regular education is complemented by zone 1, 3, 4, and 5 being the primary education and baccalaureate of integral speciality or in Spanish “bachillerato general unificado” (BGU) and zone 2 comprehends the early childhood education.

2.2. RESEARCH APPROACH AND TYPE OF RESEARCH

The current academic paper was focused on a mixed research approach. Since the primary purpose of it is collecting quantitative and qualitative data to sustain the reliability of education advances. Further, this thesis selected this approach to discuss the reality that the majority of public institutions come through the day-to-day.

Despite this, it is fundamental to define what a mixed approach is about. According to Cresswell (2009), a mixed approach enables the researcher to gather and analyse data, integrate the results collected, and develop conclusions utilising both qualitative and quantitative techniques. Therefore, this allows going deep into the theoretical and experimental fields to succeed in the investigation, providing validity and viability.

Similarly, it is necessary to supply a definition of the quantitative approach. This is a specific and numerical method that permits the collection of quantifiable data with straight questions and uses statistics to analyse the results to get an objective study and not a biased one (Cresswell, 2012). Given that, this was chosen since it allowed the collection of data from learners by doing a survey which provided the students' experiences in learning the English language, their attitude towards it and even what sort of new activities they would like to perform to improve their speaking lexicon skills.

Likewise, it is significant to describe the qualitative approach. It focuses on the opinions and perspectives of participants who respond to general questions according to the topic (Erazo, 2022). Moreover, this interprets the answers by understanding the thoughts and general views of the population chosen (Palate, 2021). Given that, this aids meaningfully since it permits this investigation to meet teachers' perspectives, what kinds of methods are employed in class, what sort of activities are applied in speaking lessons to improve lexicon skills and if they are willing to use neurolinguistic techniques in their daily praxis.

Regarding the above, it is essential to mention that the type of research for this investigation was explanatory. Since it is an integral design which lets gathering data from quantitative and qualitative methods (Doyle et al., 2009). In addition, it allows getting information in sequence, which means by phases. The first phase is quantitative, and the second phase is qualitative. Therefore, it was applied concurrently (one visit) since it enabled the researcher to obtain evidence simultaneously (Tarapués, 2022). As a result, the outcomes obtained were easy to analyse profoundly and accurately understand them.

2.3. RESEARCH METHOD, TECHNIQUES, AND INSTRUMENTS

2.3.1. Research Method

➤ Deductive Method

The deductive method is based on principles, laws, and rules proved during history. In addition, this works from general to specific to demonstrate theory through reading academic papers such as books, articles, thesis, mastery papers and magazines (Soiferman, 2010). Therefore, the present investigation selected this method to prove its process based on adequate and accepted theories and was an aid in seeking respective neurolinguistic programming techniques.

2.3.2. Techniques and Instruments

➤ Survey

It is a technique used to obtain information on a specific topic from a limited group sample or a particular person (Solano, 2022). In the same way, it also works for evaluating and measuring the content from an investigation. Given that, this instrument was employed in order to know how students felt towards learning the English language, speaking lessons and if they consider a change in oral classes to boost lexicon skills.

➤ Interview

An interview is a technique that allows for gathering information face-to-face. In other words, it enables an interplay with a person or a group of people to collect opinions and experiences based on the investigation topic (Lema, 2021). In reference to before, this thesis applied an interview for English teachers of Victor Mideros High School to meet their point of view about methodologies, how much knowledge and interest in neurolinguistic techniques they have and if they are willing to apply new speaking activities to enhance vocabulary.

- **Type of Interview**

- **Structured Interview:** The structured interview consists of following a set of questions already done. These cannot be changed or asked in disorder. Hence, this investigation used the structured interview as instrument to apply to English teachers of Victor Mideros High School in order to ask and receive answers simultaneously.

2.3.3. Research Questions

- Do the techniques of neuro-linguistic programming have the possibility to motivate students?
- Do the neurolinguistics techniques are linked to learners' environment to improve the speaking lexicon skill?
- Can neuro-linguistic techniques increase the vocabulary of students?

2.3.4. Operationalization Matrix of Variables

Table 6.

Operationalization Matrix of Variables

Variables	Indicators	Data Collection Techniques	Information Sources
Neuro-linguistic Programming Techniques	<ul style="list-style-type: none"> • Teaching skills • Teaching techniques • Learning environment • Facilities and sources 	Interview	Academic research Thesis Project Mastery thesis Speeches Articles
Speaking lexicon skills	<ul style="list-style-type: none"> • Students' participation • Students' interaction • Vocabulary Knowledge 	Survey	Textbooks Magazine articles Biographies Academic articles

Note: Own elaboration.

2.3.5. Participants

The present academic paper was addressed to Victor Mideros High School, which consists of 729 students and two English teachers. Nonetheless, this project is specifically for a population of fifty in total who belong to senior students from both courses (A and B). In addition, the investigation applied a survey to the two groups in a presential way; nevertheless, they responded at different moments, not all together. In other words, first it was course A and the course B. On the other hand, it is fundamental to remark that this thesis was directed to non-probabilistic sampling. That means the fifty students selected were chosen based on researcher's knowledge instead of random selection.

Table 7.

Participants considered for the investigation

Category	Participants	
	Men	Women
Gender		
Amount	25	25
Age	15-18	15-18

Note: Own elaboration.

2.3.6. Investigation Procedure

The development of this study involved certain significant aspects. In fact, the theoretical framework was developed based on the identified problem. For that reason, it includes information from documentary and non-documentary sources with the purpose of giving more reliability and validity. They are resources such as thesis, mastery papers, projects, speeches, biographies, magazines, and articles. Then, the design of instruments consisted of performing a survey with ten closed questions for senior students, which were based on learners' experiences towards English speaking classes and vocabulary enhancement. In contrast, the structured interview for English teachers involved eleven questions built on techniques adopted in lexicon training and the importance of promoting significant learning on the skill mentioned before. Consequently, these instruments were validated by two teachers of the English major at Universidad Técnica del Norte, which means they were reviewed and corrected to be comprehensible for the sample selected. Subsequently, it required permission from Victor Mideros High School to apply both instruments. Once they were applied, the survey was tabulated in the SPSS program to obtain the statistical graphs of each question, and the interview was interpreted by analysing the answers of the two teachers in each question. Finally, it performed the discussion where the data collected from professors and scholars were compacted to highlight the main points of each perspective.

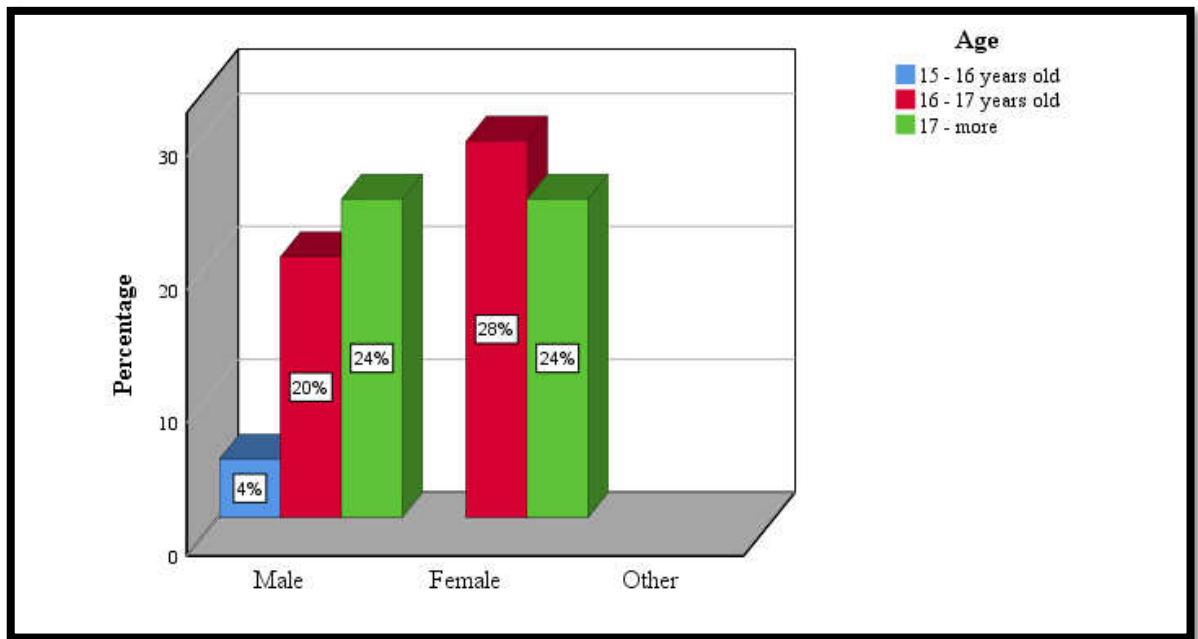
CHAPTER III: RESULTS AND DISCUSSIONS

Results

The present chapter explained the results from both senior students' survey and English teachers' interview at Victor Mideros High School. Thus, each graph explained different students' opinions regarding their speaking lexicon improvement. In the same way, the arguments provided by the teachers were interpreted.

3.1. Students survey

Figure 7.
Gender and age of students



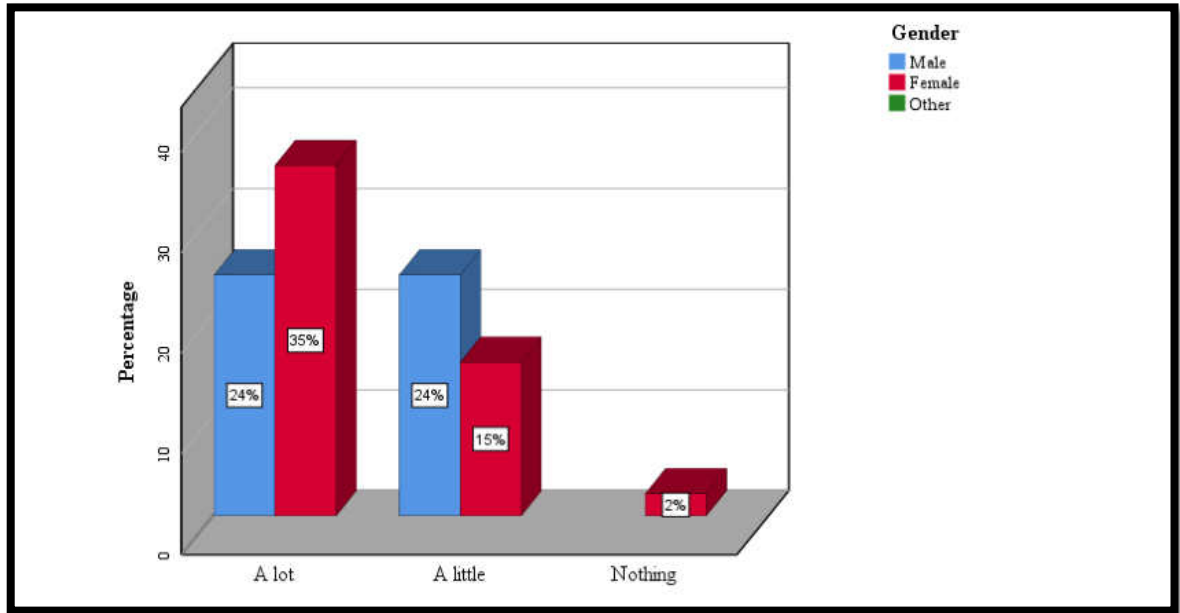
Note: Source: Own elaboration; December 2022.

The graph bar illustrates the age and gender of students surveyed at Victor Mideros High School. Nonetheless, it is essential to mention that the sample selected at first was 50 people, but four students were absent when the instrument was applied. Thus, the sample was made up of 46 respondents. Given that, the sample was distributed to 52% of females who are between the age of 16 to 17 or more. Whereas males represented 48% who differ in age since they are from 15 to 17 or more.

- **Question 1: Do you consider that English is important in your life?**

Figure 8.

Importance of English in learners' life



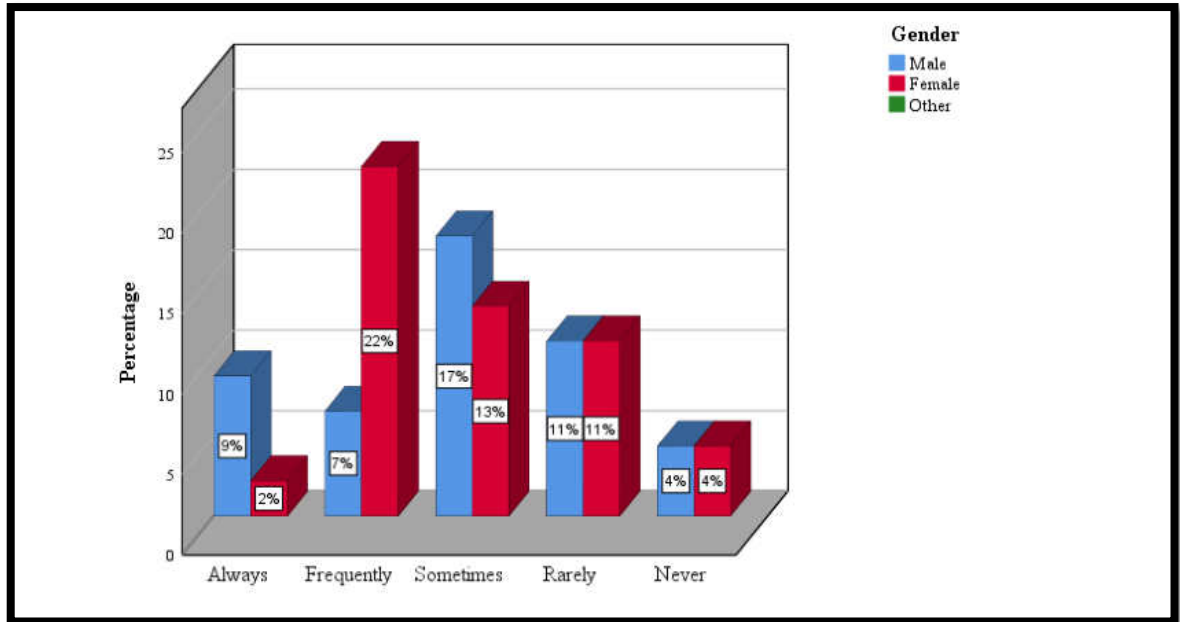
Note: Source: Own elaboration; December 2022.

According to the graph, students consider that English is a significant aspect to follow up. For that reason, the bar chart shows that the majority of learners bear in mind that language is a vital aid in their life. As a consequence, the percentage slightly increases for females at 35% and for males at 24%, giving a total of 59%. On the contrary, the rest of them, who represent 41%, differs on this position since they point out that English is less essential, at 24% in male and 15% in female. Whereas 2% of females reply that English is nothing crucial in the day-to-day. Therefore, **Figure 8** shows how favourable it is to learn English and to what extent it influences pupils' life.

- **Question 2: How often do you practice English in class?**

Figure 9.

English practice frequency in class



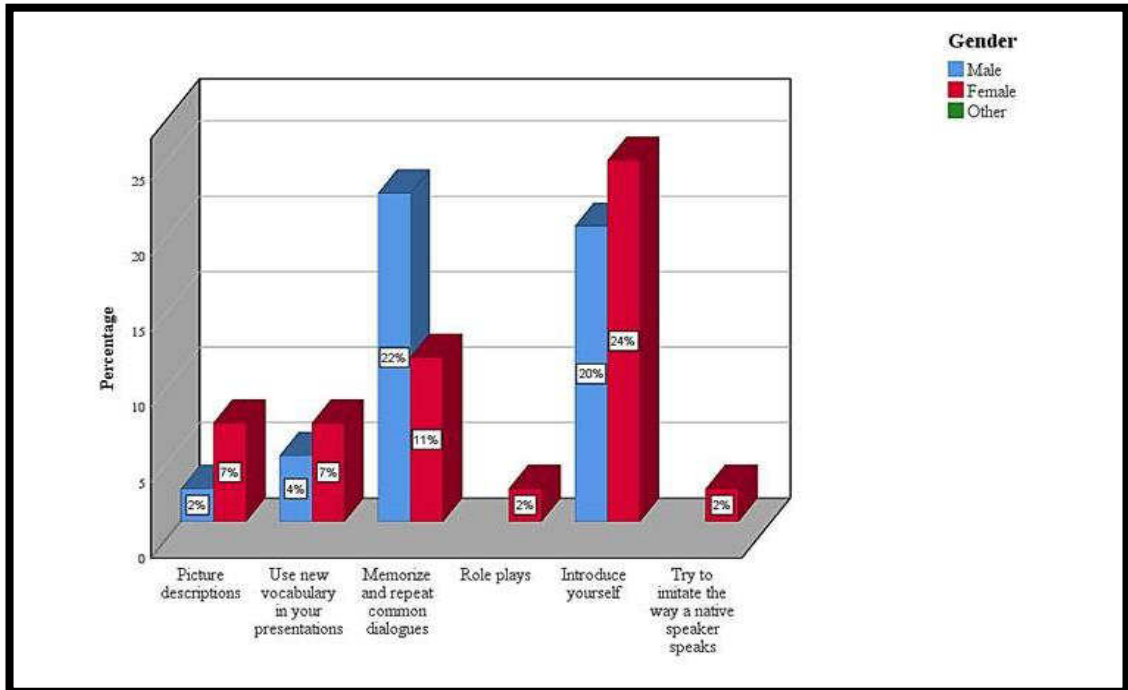
Note: Source: Own elaboration; December 2022.

Regarding the survey, participation in classes must be frequent for students to improve their English. For that reason, the perspective that learners have about this fact resulted in a positive way since 70 % of the respondents answered *always*, *frequently* and *sometimes*. That means they agreed that practice is the only way to enhance in a second language. While some other opinions diminish dramatically at 30%, resulting that some pupils do not prefer to participate during the class. Eventually, **Figure 9** strongly demonstrates that to succeed in a second language learning; specifically English, it is rather essential to be part of the class and share opinions or doubts to enhance it. Nevertheless, people who avoid doing it means they have public speaking fears or simply are not interested in the class.

- **Question 3: From the list below, what kind of activities does your teacher do for you to improve your English Speaking skills? You can choose more than one.**

Figure 10.

Activities that the teacher does to improve English speaking skills

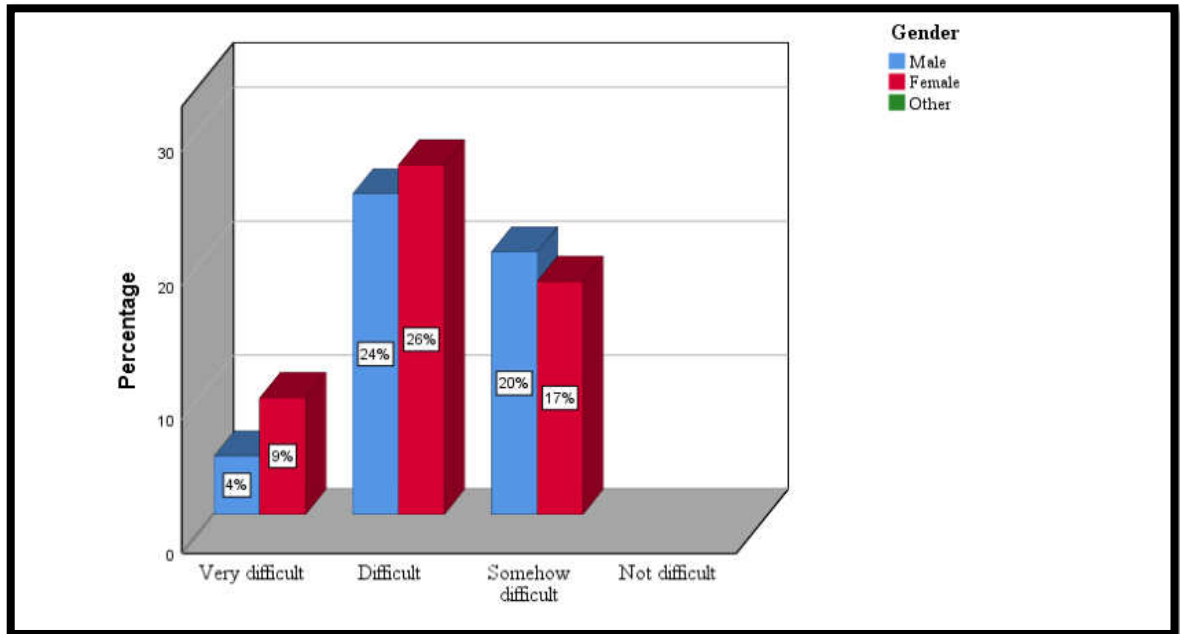


Note: Source: Own elaboration; December 2022.

According to the graph, activities delivered by teachers must be based on the student's level and the topic of the class. Moreover, these should have as an objective to enhance skills; however, this thesis only discusses speaking skills. Regarding before, the bar graph shows that *memorizing and repeating common dialogues* and *introduce yourself* are the main activities that the professors do to improve speaking skills. This evidence represents 87% among males and females. In contrast, tasks such as *picture description, using new vocabulary in presentations, role play, and trying to imitate how a native speaker speaks* are less frequent in English classes. As a result, **Figure 10** illustrates that English teachers do not employ a varied range of activities for bolstering the skill mentioned before. Thus, Yaseen (2018) emphasizes that the lack of exposition of the target language is a prominent factor for which learners avoid engaging in a social conversation.

- Question 4: Do you think that speaking in English is difficult for you?

Figure 11.
Difficulty speaking English



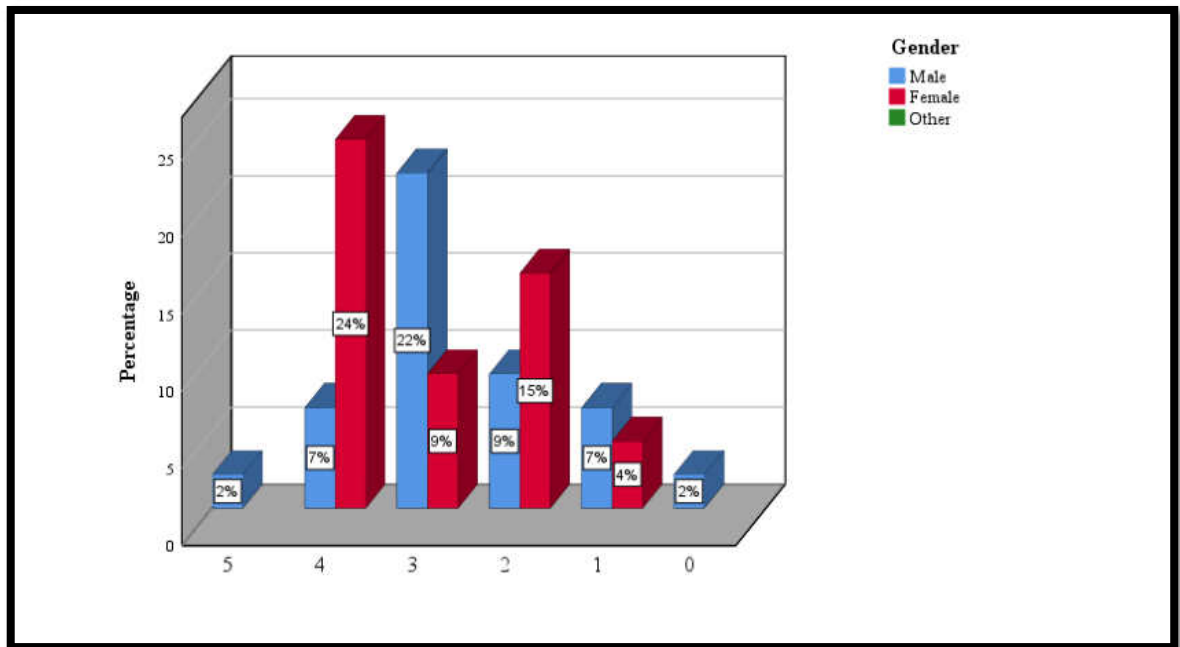
Note: Source: Own elaboration; December 2022.

The graph shows that speaking skills must be fostered in each class not to get an outcome of difficulty in the final learning process. That is why most learners consider it challenging to speak English in classes. This proportion is represented by 24% in men and 26% in women. Nevertheless, the proportion slightly decreases to 20% in males and 17% in females since they contemplate having an interplay in the active skill is *somehow difficult*. Despite that fact, the percentage sharply dropped to 13% as pupils found it rather complicated to share their ideas and opinions in front of their classmates. Therefore, this chart evokes several possibilities for which students believe speaking English is a complex matter. The main one is that they prefer to use their mother tongue rather than the second language to communicate with partners, provoking practice deficiency in English, scant lexicon knowledge or negative influence in affective aspects (Yaseen, 2018).

- **Question 5: In a scale from 0 to 5 with 0 being *nothing* and 5 being *a lot*, how much do you like to participate in speaking activities in class? Please choose one option.**

Figure 12.

Scale of liking to participate in English activities



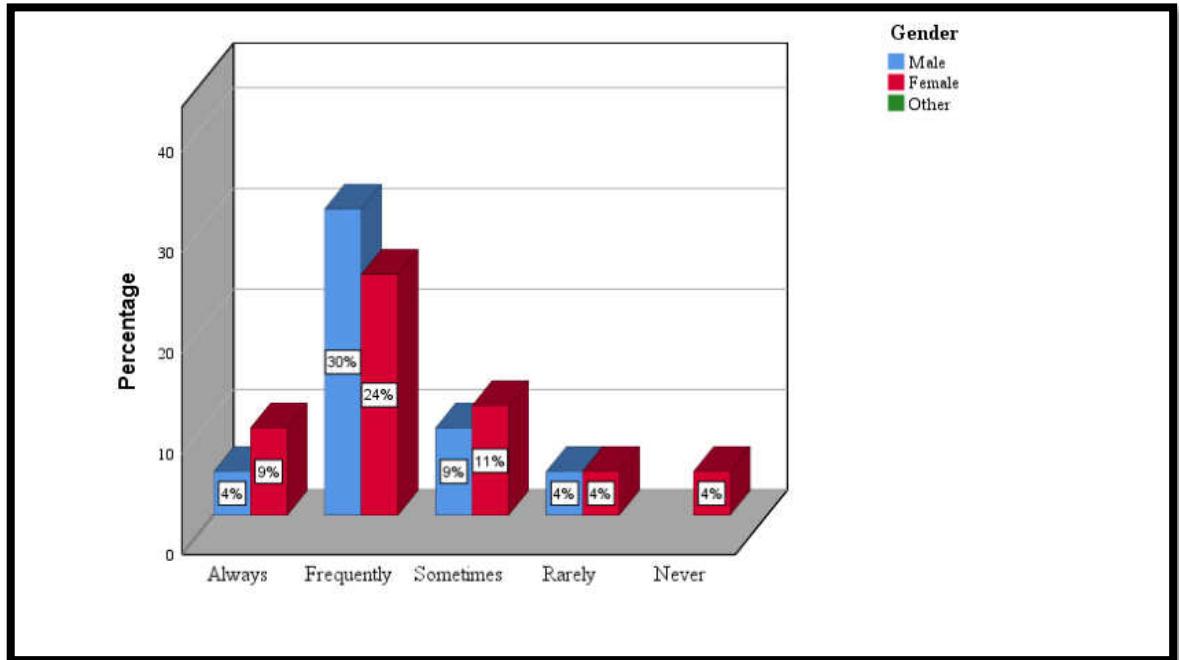
Note: Source: Own elaboration; December 2022.

According to the chart, the sense of willingness to participate in English activities involves inner learner intentions and the teacher's actions. In this way, the following bar graph indicates that nearly half of the population is keen on involving in tasks that the teacher delivers. That means 64% of learners have a strong interplay in the class with classmates and the professor. Likewise, the meaning of this fact is that most of the worksheets or activities applied in classes have had a considerable influence on students, getting an outcome of motivation and effectiveness in students' performance. However, the rest of the respondents directly determined that English language activities are less interesting to participate in. Therefore, Schritter (2018) emphasizes that individuals should get involved in an English environment regularly to be more capable of storing and retaining a significant amount of knowledge.

- Question 6: How often does your teacher do speaking activities in the class?

Figure 13.

Frequency of speaking activities that teacher does in class



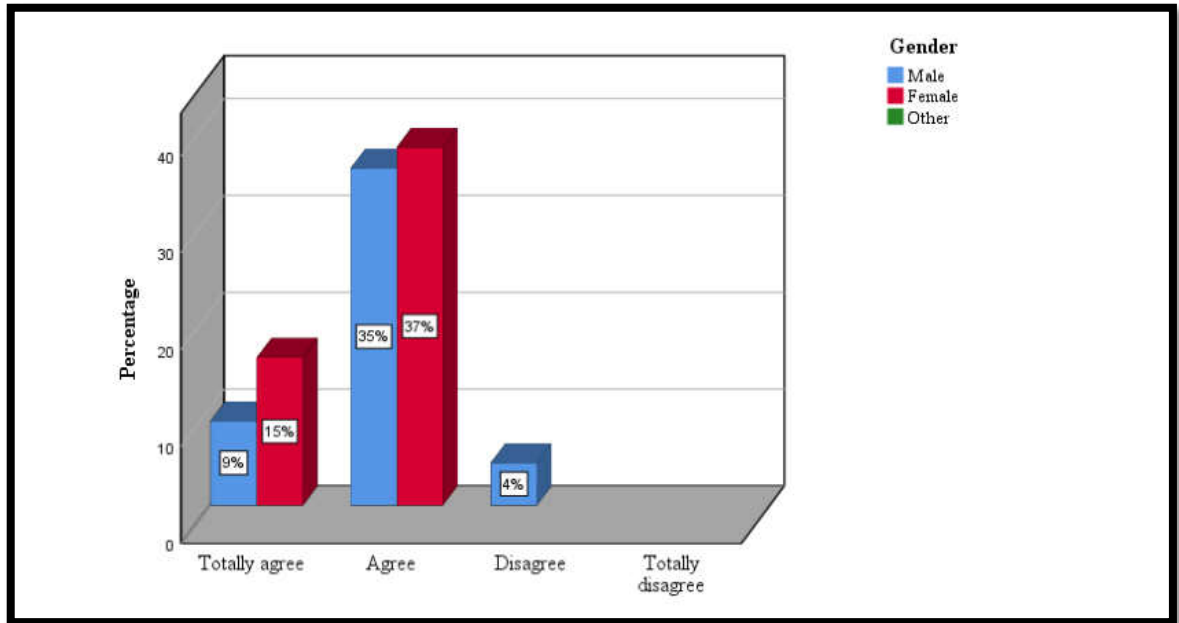
Note: Source: Own elaboration; December 2022.

In reference to the graph, activities carried out in the class are fundamental for learners' development. In this manner, it is essential to analyse the frequency of speaking activities the teacher does to get a general perspective of how good students are at this skill. Therefore, **Figure 13** shows that most of the female and male respondents selected that speaking activities are *always* and *frequently* applied in the learning environment. That means the formal instructor vigorously attempts to provide a varied range of tasks related to the skill mentioned before to expose pupils to the English language constantly. Even though the question illustrates a positive proportion of 54%, the rest believe that *rarely* and *almost never* does the teacher present speaking activities. As a result, the bar graph affirms the importance of speaking activities since most students answered that the teacher effectively employs them in the classroom. Thus, it is vital to mention that behind every teacher's action, there are several intentions for enhancing language skills or in its defect speaking. For that reason, Brown (2001) & Thornbury (2005) emphasised that any speaking activity has as an objective to produce the language and considerably boost it through dynamic tasks (As cited in Ganna, 2018).

- **Question 7: Do you think that a good range of vocabulary helps you in oral activities?**

Figure 14.

A good range of vocabulary helps in oral activities



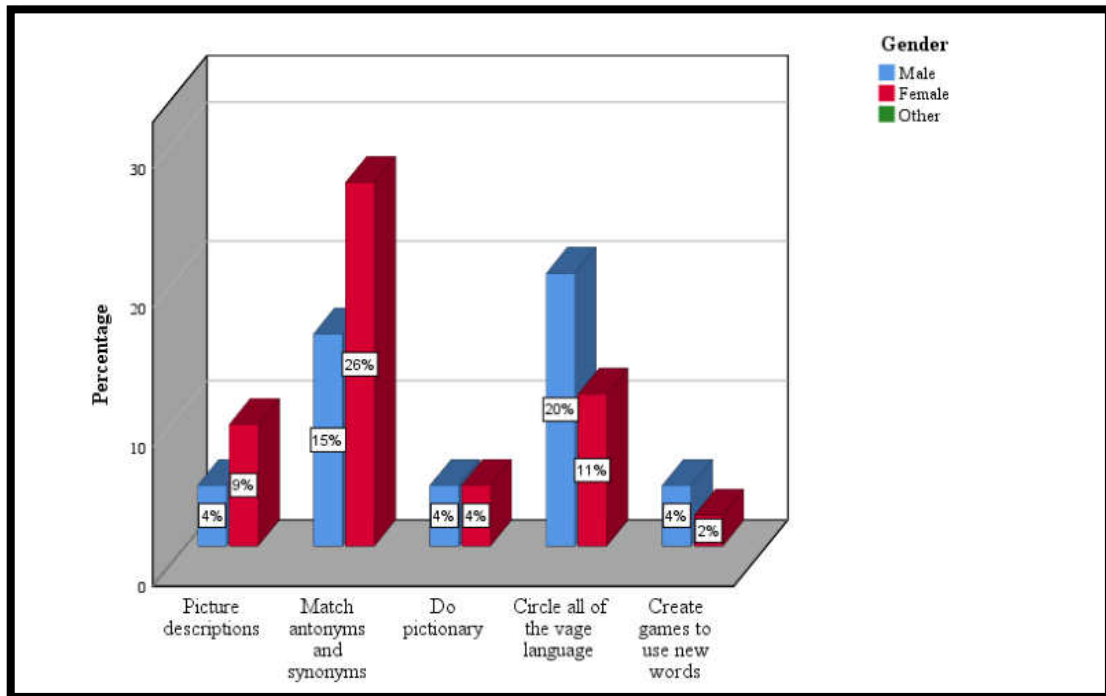
Note: Source: Own elaboration; December 2022.

In reference to the graph, the acquisition of a tremendous amount of vocabulary plays a crucial role in learners' performance. That is why the percentage is significantly high in the bar chart since 96% of the respondents agreed that a *good range of lexicon provides success in oral activities*. In this way, 9% of males and 15% of females chose *totally agree*, whereas 35% of boys and 37% of girls selected *agree*. Consequently, it is fundamental to cite Brooks et al. (2021), who pointed out that the lexicon is an essential requirement for comprehension in any skill. On the contrary, **Figure 14** also demonstrates that 4% of students disagreed with the idea of having a vast assortment of vocabulary. That means those are affected by some aspects such as academic or affective, which result in different or hostile behaviour towards speaking activities. Overall, this question demonstrates that individuals with a varied vocabulary can perform well in speaking tasks.

- **Question 8: From the list below, number three activities your teacher does in class for you to increase your English vocabulary (number one is most used).**

Figure 15.

Kinds of activities the teacher does to increase students' English vocabulary



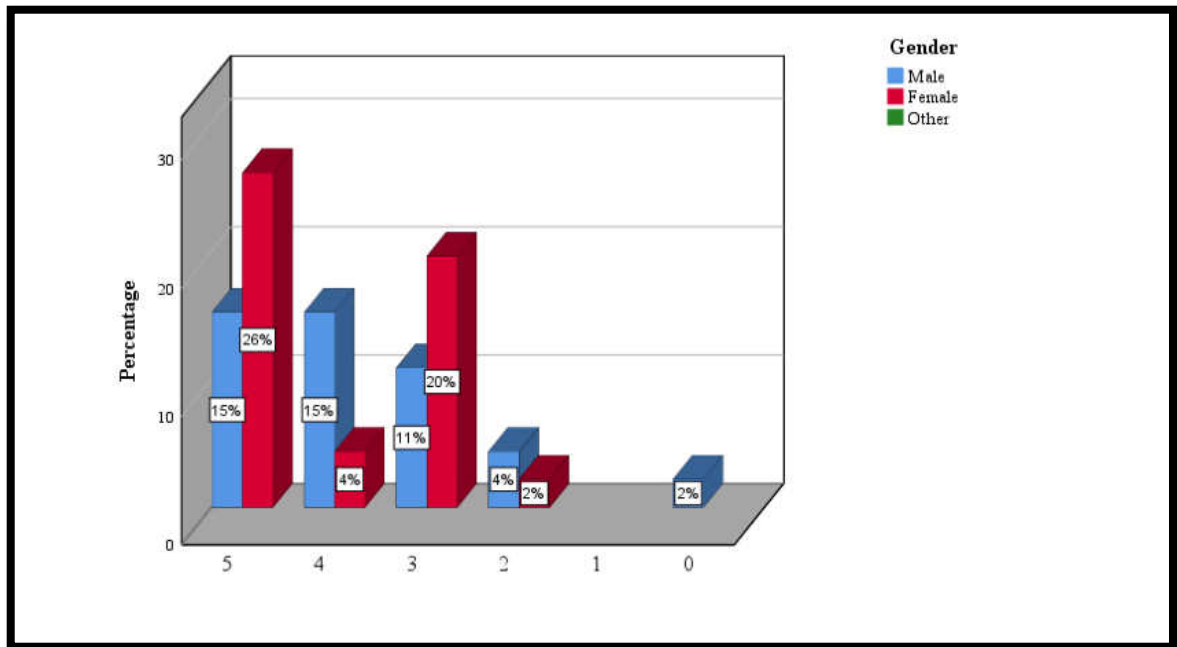
Note: Source: Own elaboration; December 2022.

The figure shows that learning a foreign language involves having a good range of vocabulary. That is why the teacher is the main character in providing accurate and a good range of activities to boost the English lexicon. Nevertheless, the bar chart illustrates that the most common activities at Victor Mideros High School applied to senior students are *matching antonyms and synonyms*, and *circling all the vague language*. As a result, 72% of respondents imply that there are few varieties of activities that involve vocabulary matter. Despite that fact, a few students selected the other options which are employed in English classes too. Therefore, the endeavour teacher consists of preparing tasks that incorporate a good range of vocabulary according to students' level and applying techniques to teach it. However, the effort must come from pupils too as they should autonomously study to succeed in class (Alqahtani, 2015). Conclusively, the professor must employ English vocabulary activities to enhance the lexicon. Nevertheless, the effort should be taken from both parts students and the teacher in the teaching-learning process.

- **Question 9: In a scale from 0 to 5 with 0 being *nothing* and 5 being *a lot*, would you like to expand your speaking vocabulary by doing some other activities?**

Figure 16.

Probability of expanding vocabulary by doing some other activities



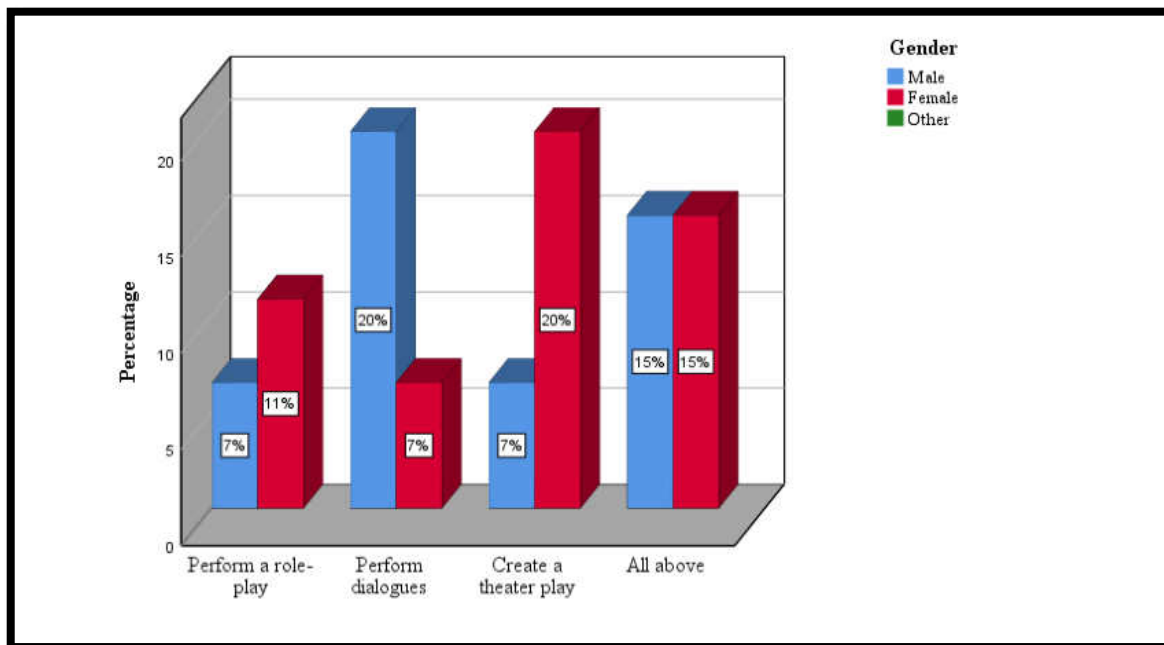
Note: Source: Own elaboration; December 2022.

Regarding the chart, the teaching field considers the learners' needs must be satisfied by the teacher. In this case, a suitable number of speaking activities to increase vocabulary is the matter. That is why the survey asked students *if they would like to do other activities during classes*, to which they selected the higher number, which is 5. As a result, 50% of females are firmly convinced that it would be better to conduct other tasks in foreign lessons. In the same form, 41 % of males steadily keep the proportion, also considering different activities would expand their vocabulary. Whereas 8% of pupils did not have the same idea as the scale dramatically dropped from 2 to 0; as a result, it was a total disagreement. Concerning data collected, it is crucial to express that for acquiring vocabulary, pupils should store a vast number of words and then pass them to long-term memory by working on particular activities delivered by the teacher, enhancing their lexicon (Alqahtani, 2015).

- **Question 10: Which new activities from the list below, would you like to do in class? You can choose more than one.**

Figure 17.

Different kinds of activities learners would like to do



Note: Source: Own elaboration; December 2022.

The graph above indicates that the role of neurolinguistic techniques in the teaching-learning field seeks the participation of the integral individual. Since these focus on acquiring lexicon and knowledge from a holistic vision (Velásquez & Vigueras, 2021). Consequently, the survey presented positive results in this question for the thesis investigation since 30% of learners decided on the three activities which are related to the three techniques of neurolinguistic programming. In contrast, most males preferred to *perform dialogues* which refers to the *anchoring technique*. In the same way, most of the females chose to *create a theatre play* task that is related to the *modelling technique*. Finally, the proportion slightly declined as 18% of pupils opted to perform a *role-play* activity for *building rapport technique*. Eventually, students imply that they would like to do new kinds of activities in order to enhance their lexicon and not be involved in the same everyday old tasks.

3.2. Teachers' interview

- **Question 1: What strategies do you use for students to speak most of the time of the class in English?**

Teacher A:

The main strategy that I use with my students in class is grammar. They make statements about things that they do during the day. And I try to use vocabulary according to their leisure activities during the day.

Teacher B:

I think speaking strategies are one of the most important during the teaching-learning process. For that reason, I usually plan speaking activities like dialogues, role plays or group activities.

Analysis

When it comes to the analysis, seeking strategies for improving speaking skills depends on the teacher. Regarding before, one of the two teachers builds her classes on grammar since she prefers students to write sentences and then just read them aloud. As a result, this strategy is helpful as Syiyami (2018) supported that reading aloud helps students to enhance their fluency and pronunciation. While the second teacher interviewed mentioned that dialogues, role plays, and group activities are essential in classes. This is why pupils become active during the lesson. To sum up, it can appreciate that teacher A prefers learners read previously done sentences, whereas teacher B prevents passive students by doing interactive activities in English classes.

- **Question 2: How often do you do speaking activities in your classes?**

Teacher A:

I rarely do speaking activities in my class because it is not easy with students as they do not understand some words, so practicing those kinds of activities in class is not easy.

Teacher B:

Most of the time in my class, students speak in English because it is the only way to understand the new language, learn new vocabulary, and pronounce it well.

Analysis

According to this question, teachers differed dramatically. One of them believes it is not easy to do speaking activities in the class since students cannot understand specific vocabulary. For that reason, Teacher A emphasized that she has not done speaking activities during her lessons. Then, there emerges a question: How do students master oral production if professors do not trust them? Given that, teachers should build a strong relationship with students in the class. Consequently, they are losing hope in what students are capable of carrying out. In this way, it might state that the building rapport technique is not being applied as English teachers do not meet students' capabilities. Whereas teacher B strongly suggested that the practice is a valuable strategy to help pupils boost their speaking skills. That is why she is often used to employing a good range of speaking activities. Accordingly, Fahari (2021) highlighted that using the target language daily, both in class and daily life, makes students feel comfortable when speaking and is an excellent aid to acquiring new vocabulary. Therefore, Teacher A is not helping students to speak in the target language, just listening to it, while Teacher B considers it important to make students use the language in any situation.

- **Question 3: Do you prefer speaking activities should be done in peers or by more than two people? Please, explain your answer.**

Teacher A:

I prefer to do speaking activities in peers because they have more opportunities to practice new vocabulary they learnt in class, and in some cases is a good idea to make activities more than two people, but in a dialogue.

Teacher B:

I prefer peers, but sometimes I prepare classes for students to make role plays.

Analysis

According to both teachers, the success of speaking activities is the practice in peers and by more than two people. This is why the interaction becomes harmonic and comfortable. Moreover, they might learn or acquire new words from each other, boosting their speaking skills. Additionally, English teachers stated that this strategy fits perfectly in their lessons and the kinds of activities that they employ in their class. Overall, Teacher A and Teacher B are fostering day by day a strong interplay among students during their lessons, despite that Teacher A emphasized in *question 1* that she preferred to employ only grammar tasks.

- **Question 4: Do you usually convey new vocabulary to your students?**

Teacher A:

Yes, most of the time, I convey new vocabulary to my students because they can make sentences, and it is a good idea to do with them. I usually give ten words.

Teacher B:

Yes, I think the new vocabulary is essential. For that reason, in all classes, I try to use this new vocabulary to improve their English. I use the vocabulary they know, but the new vocabulary is essential for them. Besides, I convey vocabulary depending on the level; for example, 5 to 10 words are important for a class with small kids. For teenagers, we try to use twenty words in a class, obviously using this new vocabulary according to the grammar structure we are learning in the class.

Analysis

Regarding teachers' responses, vocabulary is essential for mastering English and developing speaking skills. Therefore, teachers firmly believe that conveying a certain number of words is vital to boost their lexicon. Furthermore, they emphasized that the range of vocabulary must be according to the level of the target language. Thus, faculty must be aware that speaking skills are essential to start using the vocabulary stored to be involved in a communicative environment (Socheat, 2010).

- **Question 5: What sort of oral tasks do you carry out for students to use new vocabulary? Please, explain your answer.**

Teacher A:

The task is to make sentences because they apply new vocabulary in the sentences and help them to internalize in their minds and use them in the class. Moreover, most of the time, students just read the written sentences.

Teacher B:

As I told you before, the dialogues or role plays are the most important activities for the students to use the new vocabulary. I usually show them the vocabulary to explain the meaning of the new vocabulary, and then, we try to use it in sentences, dialogues, or role plays.

Analysis

Regarding the question, English teachers of Victor Mideros High School still manage the same activities in their lessons. That means they do not seek other ways or different sorts of activities to boost learners' lexicon. Since they preferred only to carry out sentences, role plays, or dialogues as they are the only which fit in their speaking activities. However, Sochaet (2010) emphasized that although students do not live in an English-speaking country, a variety of activities and resources can work as an aid to enhance speaking skills, particularly lexicon.

- **Question 6: From your experience, what methods do you think better help students improve their speaking skills?**

Teacher A:

The method that helps my students improve their speaking skills is reading a short paragraph, and they explain the main idea or the topic of the lecture to start these kinds of activities.

Teacher B:

Speaking about methods, I think that the most crucial method for them to improve their speaking skills is to try to make them feel comfortable in class, try to help them to speak without the fear of making mistakes, and tell them they are learning. Besides, I think the most important thing is to make them feel comfortable in the class, whatever method you try to use in class.

Analysis

Based on the interview, English teachers still need clarification about the meaning and difference between methods and strategies. For that reason, it is fundamental to explain the definitions of the mentioned terms before as it is valuable. A method is a range of actions taken by the teacher in the class to carry out certain activities, while a strategy is a trick used during the lesson to fulfil an objective (Richards & Rodgers, 2014). Nonetheless that fact mentioned above, they expressed that their lessons are based on students' motivation and learners' opinions. Similarly, they emphasized that those are the most important for them as they work successfully in their classes.

- **Question 7: Have you heard about any new methods you consider interesting to apply in your speaking English classes?**

Teacher A:

I have yet to hear about new methods or consider them interesting to know.

Teacher B:

Actually, I have not heard about new methods as I usually use the same methods.

Analysis

In reference to this question, teachers argued that they had not heard about new methods. Since they believe that the methods, techniques, or strategies they had employed until current days are enough for their classes. Therefore, it is noticeable that the English teachers are not putting as much effort as they should since they are not keen on investing their time in researching new methods to improve the quality of English in their institution and learners' speaking skills.

- **Question 8: Apart from the methods that you mentioned before, have you ever heard about Neurolinguistic Programming?**

Teacher A:

No, I have never heard about Neurolinguistic programming, so I would like to know to apply it with my students and have better speaking skills.

Teacher B:

No, this is the first time I have not heard about Neurolinguistic Programming.

Analysis

In reference to the teachers' responses, they stated that they had never heard about Neurolinguistic programming. Since English teachers kept their answers above, they feel comfortable using the same traditional methods because they have not considered it necessary to seek or research new methods during their professional careers. Consequently, students in the future will keep the same conception of English learning: "It is difficult to speak in a foreign language".

- **Question 9: Would you like to apply Neurolinguistic Programming in your English classes?**

Teacher A:

Absolutely yes, because it is a good idea to apply Neurolinguistic programming since it helps my students to improve their speaking skills.

Teacher B:

Yes, of course. I think new methods are important and I think the relationship between the teacher and student is the most important in the class. Because if you as a teacher do not have a good relationship with them, you won't have success in the class.

Analysis

To answer this question, the interviewer must explain neurolinguistics programming. After the explanation, professors reacted in a positive way to the neurolinguistic programming since they could realize that they had already applied these with no theory or basis. As a result, the English teachers argued that they would like to know more about it to succeed in a class and help students improve their speaking lexicon skills, changing their previous answers and reflecting a motivated attitude in this way.

- **Question 10: From the list below, which neurolinguistic techniques would you apply in your classes? Please, explain your answer.**

- Anchoring
- Building Rapport
- Modelling

Teacher A:

According to these techniques, I would like to apply building rapport because it helps students to interchange their ideas, and according to the new language, it is not easy for them, but if they practice, if they apply the new technique, they are going to improve the second language.

Teacher B:

I want to use all of them in my class, but I think the most important is anchoring and building rapport.

Analysis

Even though all Neurolinguistic techniques are vital, English teachers selected them according to their preferences. In fact, both preferred building rapport as they would like to build a strong relationship with students and know more about their personalities. Moreover, they would like to link the material or resources employed in class with the students' environment. Nonetheless, one of them was keener on anchoring since she desires to succeed in her classes by meeting the emotional factors that students must come through on daily basis.

- **Question 11: Have you assigned activities in and out of classes applying any of the neurolinguistic techniques stated above? Please, explain your answer.**

Teacher A:

No, I have not.

Teacher B:

I have used these techniques without knowing theory, particularly *modelling*, since I make students imitate my pronunciation or even accent to improve their speaking skills.

Analysis

According to this question, teachers dramatically differed in their answers. Since Teacher A expressed that she never used those techniques to enhance speaking lexicon. Whereas Teacher B stated that she applied the modelling technique since she always attempted to pronounce the words well in the target language, used new vocabulary, and showed the correct intonation of the words to be imitated by learners, recalling that she had never known the theory. In short, it can synthesise that it is vital to know or seek the base or theory to be able to apply any technique in class because any error during the lesson might produce confusion or doubts in the student.

3.3. Discussion

The present thesis collected data from Victor Mideros High School by applying an interview for English teachers and a survey for students. Consequently, the obtained results were bewildering as they evidenced a scarcity of applications of different or new methods and techniques in speaking lessons to boost lexicon skills. Similarly, this information also

showed learners' discontent with the same speaking activities employed by professors. Therefore, it is vital to deepen survey and interview responses.

On the one hand, the interview for teachers was built on methods, and speaking activities applied in English lessons. First, according to the methods applied in classes, teachers strongly emphasised the comfortable feeling of using the same and traditional ones. This is why they are not keen on changing their daily teaching practice or the procedure followed. Thus, the English department presented a lack of interest in searching for new methods and techniques to boost speaking lexicon skills. Second, the variation of the speaking activities is not bearing in teachers' minds as they considered that the tasks employed (sentence construction, role plays, and dialogues) are enough to help students for improving their speaking lexicon skills. Nevertheless, learners do not have the same idea as they do not possess a good range of vocabulary and a high confidence level when producing the target language.

Regarding before, it is crucial to explain the professors' reaction toward Neurolinguistic Programming. They were impacted by how this new approach serves in the teaching and learning process. In other words, English teachers were unknowledgeable of how the theory let them teach from emotional and behavioural aspects. Since it is based on the five senses to help students develop and enhance their English language, range of vocabulary, and self-confidence to speak the target language. In addition, it is essential to recall that they attempted to convey knowledge in a neurolinguistic manner for the initiative but without a guide and complete information about it.

On the other hand, the survey for learners anchored to miss-self-distrust and desire to perform new speaking activities. In this sense, they expressed how difficult it is to speak English in class. This is why professors are not keen on changing the activities since they applied the same tasks during the academic period, hiring them to develop and enhance their speaking lexicon skills. Accordingly, most respondents emphasised their great liking for participating in speaking activities, which means they endeavour to have a strong interplay between classmates in peers and group tasks and with the teacher. Furthermore, they considered that if they acquire a good range of vocabulary, they will be able to be fluent when interacting with others.

In short, the data collected from the survey and interview were vital to analyse deeply. Since the information evidenced a bedrock of disinterest in new methods application and performing new and varied speaking lexicon activities from English teachers. In consequence, learners strongly believe that they will improve their speaking lexicon skills if they carry out different tasks and acquire new vocabulary. Nonetheless, this fact could not be viable if teachers do not seek other ways of teaching and performing other kinds of activities to enhance speaking lexicon skills.

CHAPTER IV: ACADEMIC PROPOSAL

DIDACTIC GUIDE TO ENHANCE SPEAKING LEXICON APPLYING NEUROLINGUISTIC PROGRAMMING TECHNIQUES

4.1. Title

Speaking Lexicon Improvement Based on Neurolinguistic Techniques

4.2. Rationale

Learning a new language implies more than one linguistic aspect to be able to master, and much more if the learner is not able to domain the four skills altogether. Therefore, it is essential to mention that although the present project proposal won't talk about the entire skills, this one is directly focused on speaking lexicon skills. Since this topic is quite vital for students to acquire new words with didactic activities.

For that reason, the present didactic guide is under consideration to enhance speaking lexicon in senior students at Victor Mideros High School through neurolinguistic techniques. Furthermore, it is crucial to mention that this paper is performed by taking care of the learners' needs presented in the survey which was applied to the students and also according to the teachers' opinions.

In the same manner, this material will help pupils to wide open their lexicon in order to be able to communicate in the target language. In addition, it is essential to recall that this proposal has solely academic purposes where it will help both, direct and indirect beneficiaries, which are the educative community (students and teachers) and people who are out of the institution (society in general).

Therefore, acquiring a foreign language, especially English, involves continuously going through a process until subdue the four skills simultaneously, with no struggles. As a consequence of this, the present proposal is straight set on improving the speaking lexicon by performing dynamic tasks.

4.3. Theoretical Foundation

4.3.1. Neurolinguistic Programming

Neurolinguistic programming is a study to prove the interaction between the brain, language, body, and behaviour to know what kind of patterns can generate (Steinbach, 1984). Moreover, this study was emerged by Grinder and Blander in order to analyse how people develop in their own environment and react towards it, but in fields such as academic, professional, communicational, and psychotherapy. Further, it is essential to recall that neurolinguistics has language as a base, and through it, it attempts to aid people in communicating in an effective and precise manner.

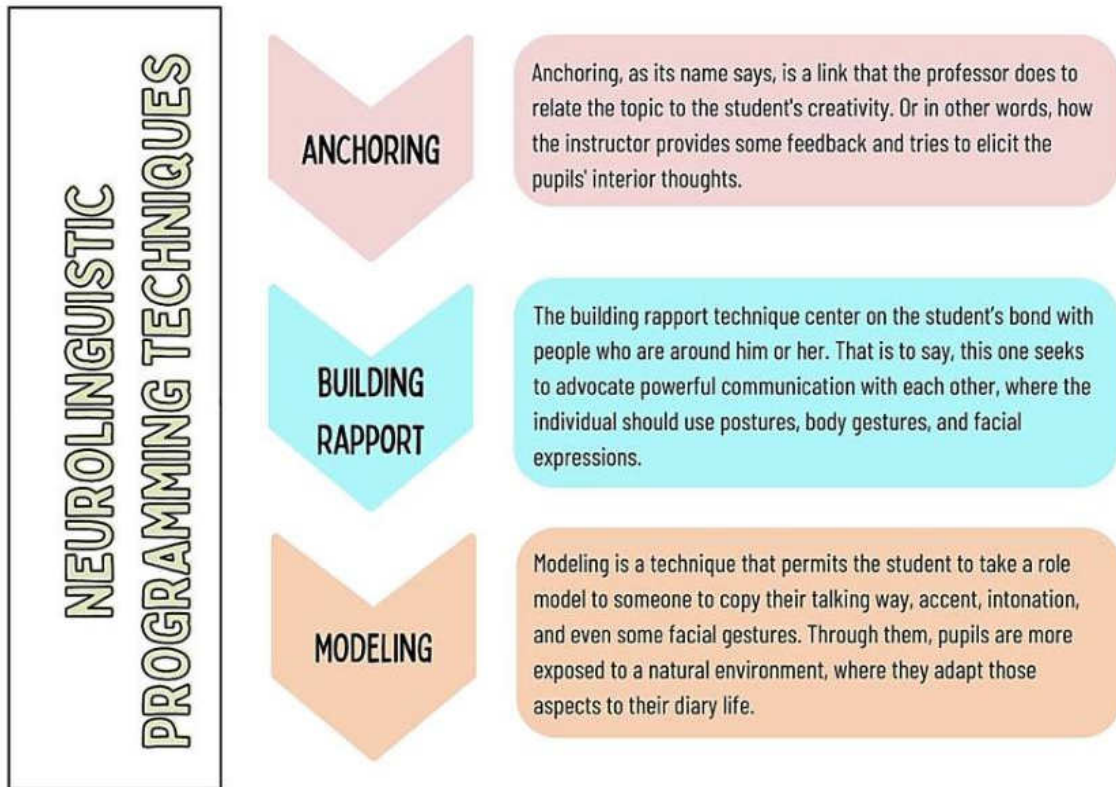
Correspondingly, neurolinguistic programming is also related to the five senses. Since its purpose is to comprehend human beings through the natural resources they are exposed to. In other words, the combination of visual, olfactory, gustatory, auditory, and kinesthetic senses permits analysing people's behaviour in any particular situation. In consequence, Lackton (1979) expressed that people sense externally; this can be conscious or unconscious, becoming a translation from the body itself (As cited in Einspruch, E. L., & Forman, B. D., 1985).

As a result, this focuses on teaching language by considering the mentioned aspects. Since it provides three techniques related to natural learning, helping educators to understand how students receive and absorb the information and how the professor should create a favourable environment to learn (Paul Tosey & Jane Mathison, 2003). In addition, this study suggests there should be mutual feedback for a successful teacher-student relationship

In short, neurolinguistic programming is a study that permits understanding human beings as a whole and how every individual will behave in any particular situation. Further, it is related to a linguistic base which attempts to aid people to communicate in an effective form. Moreover, it directly focuses on the five senses to deep into students' learning manner.

➤ **Techniques**

Figure 18.
Techniques of Neurolinguistic Techniques



Note: Own elaboration.

4.3.2. Speaking Lexicon

The efficiency of training techniques for recognizing lexical comprehension as a vital element of genuine human communication has been examined in several research. Therefore, the ability to distinguish between collocations, idioms, single words, and even complex words is made possible by possessing a wide variety of vocabulary.

According to Krashen (1982), language might be taught spontaneously as long as teachers and backgrounds provide a wealth of fresh material to advance spoken vocabulary. This is why educators must avoid conveying a few words in class and attempt to achieve a better level of English in students during the learning process by sharing a considerable number of terms regularly.

Then, lexical control is also implicated since it is a crucial component of human communication (Wilkins, 1976). It is for this reason that native English speakers place greater emphasis on vocabulary development than on grammar since, from their point of view, having a vast vocabulary is crucial for communication and for engaging in fruitful interactions with the target language.

As a result of this, success for foreign scholars depends on their exact lexical knowledge. And as students become more proficient in theoretical and practical areas, their results will be favourably evident in every class. Thus, every academic standard by the government will be achieved.

4.4. Objectives

4.4.1. General Objective

Design academic activities through neurolinguistic techniques to enhance speaking in senior students at Victor Mideros High School.

4.4.2. Specific objectives

- Organize the academic activities according to the level of the students.
- Provide a didactic guide to the institution which ease speaking teaching through neurolinguistic techniques.

SPEAKING LEXICON IMPROVEMENT BASED ON NEUROLINGUISTIC TECHNIQUES

D I D A C T I C G U I D E



2022 - 2023

CONTENT

01

PEOPLE

- Personalities
- I am interested

02

STORY TELLING

- Imagination
- Mistery

03

CUISINE

- Cookware
- Cooking

UNIT 1



PEOPLE

Anchoring Technique

1

PERSONALITIES

2

I AM INTERESTED

LESSON 1

PERSONALITIES



This lesson will present vocabulary of personality and specific activities that will help to internalize and use them in real situations.



Teachers


Guide

INSTRUCTIONS



LESSON N° 1

INFORMATIVE DATA



Topic: Personalities
Objective: At the end of the class, students will be able to use the personalities vocabulary in order to describe themselves in a short peer conversation.
Technique: Anchoring (NLP)
Group: Senior students

Level: B1.2
Time: 40 mins
Verb Form:
 This lesson will use the simple present tense : (S + V + C)

1 WARM - UP

- The teacher will ask students certain questions to follow up on the class:
 - ✓ Do we have positive or negative personalities?
 - ✓ Do you know someone's particular personality that took your attention?
 - ✓ Do you know someone who has the worst personality?

☐ THE TEACHER MUST ANCHOR THE QUESTIONS TO THE STUDENT'S LIFE.

- The teacher will emphasize that students should use personality vocabulary to create sentences.
- The teacher recalls that students must use the following simple structure:

I am a person because I
(THE SUBJECT WILL DEPEND)

- The teacher should attempt to interplay with the students' majority.

2 PRESENTATION

- The teacher will explain that the adjectives are used to describe people.



- The teacher will present adjectives based on positive and negative personalities.
- The teacher will give from 8 to 10 words in order to be easy to internalize.
- The teacher will briefly define the word with her/his own words.
- The teacher will give the antonym of the word to relate with synonyms.
- The teacher will anchor this activity by asking students:

Which word best describes you?
(ANCHORING QUESTION)

3 PRACTICE

Worksheet

TASK 1: COMPLETING THE MISSING WORDS

- The teacher will provide five positive and five negative adjectives related to the personality.
- The teacher will explain that the words must be complete with the missing letters.



TASK 2: WRITING IDEAS

- The teacher will assign students to construct five sentences describing one classmate by using personality adjectives.
- The teacher will explain to students that they must use the following structure:



I am a person because I

4 PRODUCTION

This stage is linked with the practice phase.

TASK 1: DESCRIBING CLASSMATE

- The teacher will assign students to share their ideas with the described partner and with the other four students.
- The teacher must monitor the conversation with each peer.

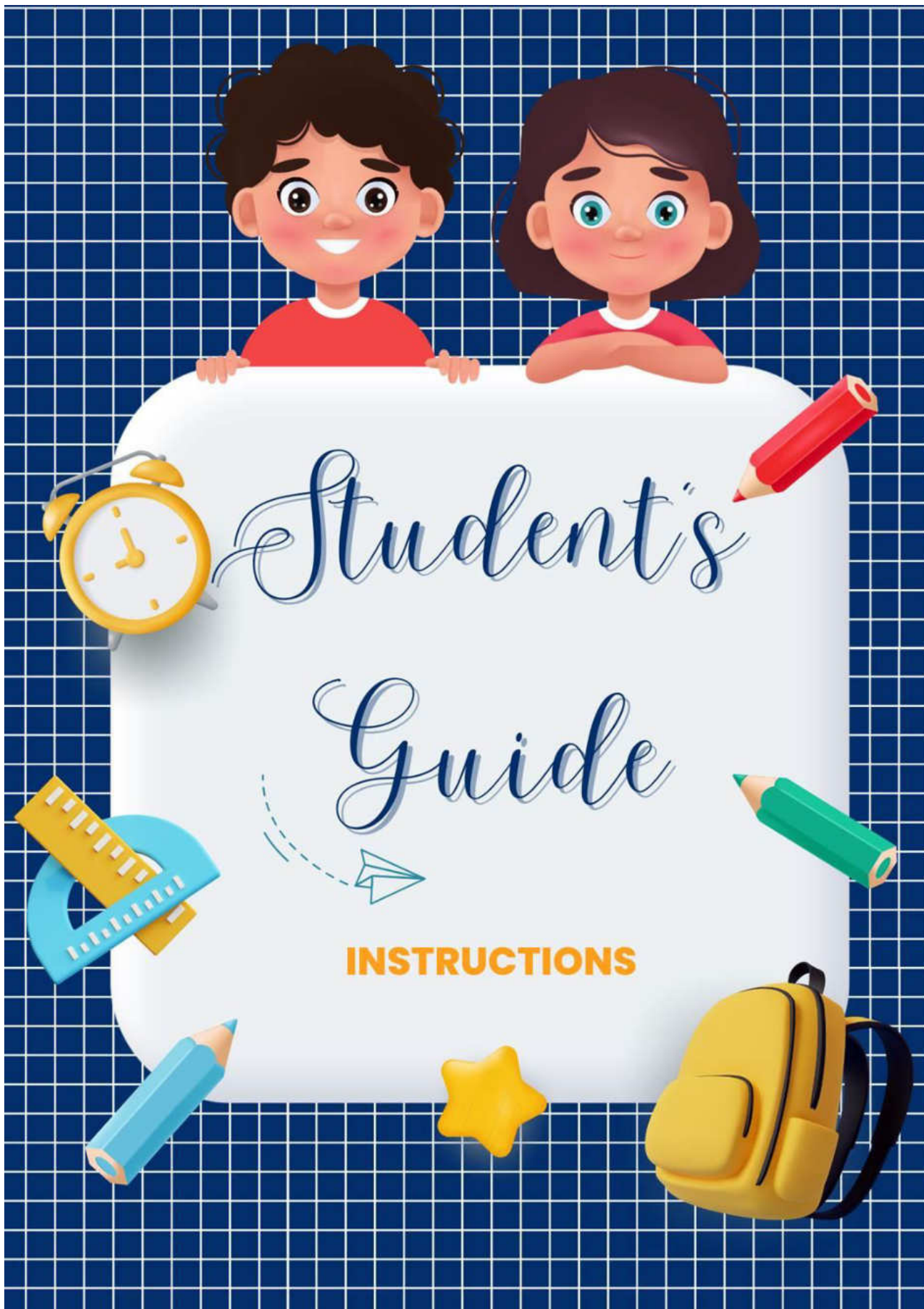


TASK 2: SHARING IDEAS

- The teacher will assign students to convey the used vocabulary to the class.
- The teacher will request students to read aloud the five sentences.



☐ NOTE: THE TEACHER CAN SELECT STUDENTS OR REQUIRE VOLUNTEERS TO PARTICIPATE.



1

WARM - UP

INSTRUCTIONS FOR THE STUDENT:

- Share your memories according to the personality questions.

- Use personality vocabulary.
- Use the simple present tense.

EXAMPLE:

- I am a **brave** person because I take risks.
- My mom is a **kind** person because she treats well to people

- Be clear and precise.



Anchoring my ideas



2

PRESENTATION



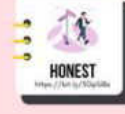
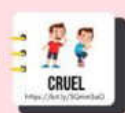
It is time to learn

INSTRUCTIONS FOR THE STUDENT:

- Internalize the personality vocabulary by taking into account the teacher's explanation.
- Relate the words by matching the antonym and synonym.

SYNONYM

ANTONYM



3

PRACTICE

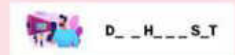


Apply what you learnt

TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- Complete the following words with the missing letters.



TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- Write five sentences to describe to one partner in your class. Please use the adjectives given by your teacher and follow the next structure:

I am a/an _____ person because I _____

- _____
- _____
- _____
- _____
- _____

4

PRODUCTION



Showing my knowledge

TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- Share your ideas with the described partner and with other four classmates.



<https://bit.ly/3Xy4u05>

TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- First, share the adjectives you used in the sentences. Then, read aloud the statements you wrote.



<https://bit.ly/3G45890>

LESSON 2

I AM INTERESTED....



This lesson will present five occupations vocabulary based on "r" & "er" suffixes and certain activities which will help to relate and use in the student' environment.



Teachers' Guide

INSTRUCTIONS



LESSON N°2

INFORMATIVE DATA

Topic: I am interested

Objective: At the end of the class, students will be able to talk about their interests using occupation vocabulary in peers.

Technique: Anchoring (NLP)

Group: Senior students

Level: B1.2

Time: 40 mins

Verb Form:

- This lesson will use the simple present tense.
- This lesson will include the following structure:
 - I am interested in being career because I am a person



1 WARM - UP

- The teacher will anchor students' life with tongue twisters:
 - Have you ever tried a tongue twister before?
 - The teacher will share two tongue twisters in order to interact with students.
 - The teacher will assign students to read slowly to practice.
 - The teacher will assign students to repeat faster in front of the class.
- NOTE: THE TEACHER WILL REWARD (CANDY 🍬 / EXTRA POINT 🏆) THE FASTEST STUDENT.**

2 PRESENTATION

- Anchoring technique:** Before to start sharing the theory, the teacher will ask:
- Have you ever thought about what do you want to study at the university?
- Then, the teacher will present vocabulary about occupations and their adjectives. However, these would be explained by the "er" suffix.
 - After that, the teacher will emphasize that "write / paint / teach / sing" words with no suffixes "er" & "r" work as verbs. While the function of word "engine" as noun.
 - The teacher will match occupations with adjectives in order for students to understand the feature of each. To do this, the teacher will require the learners' aid.

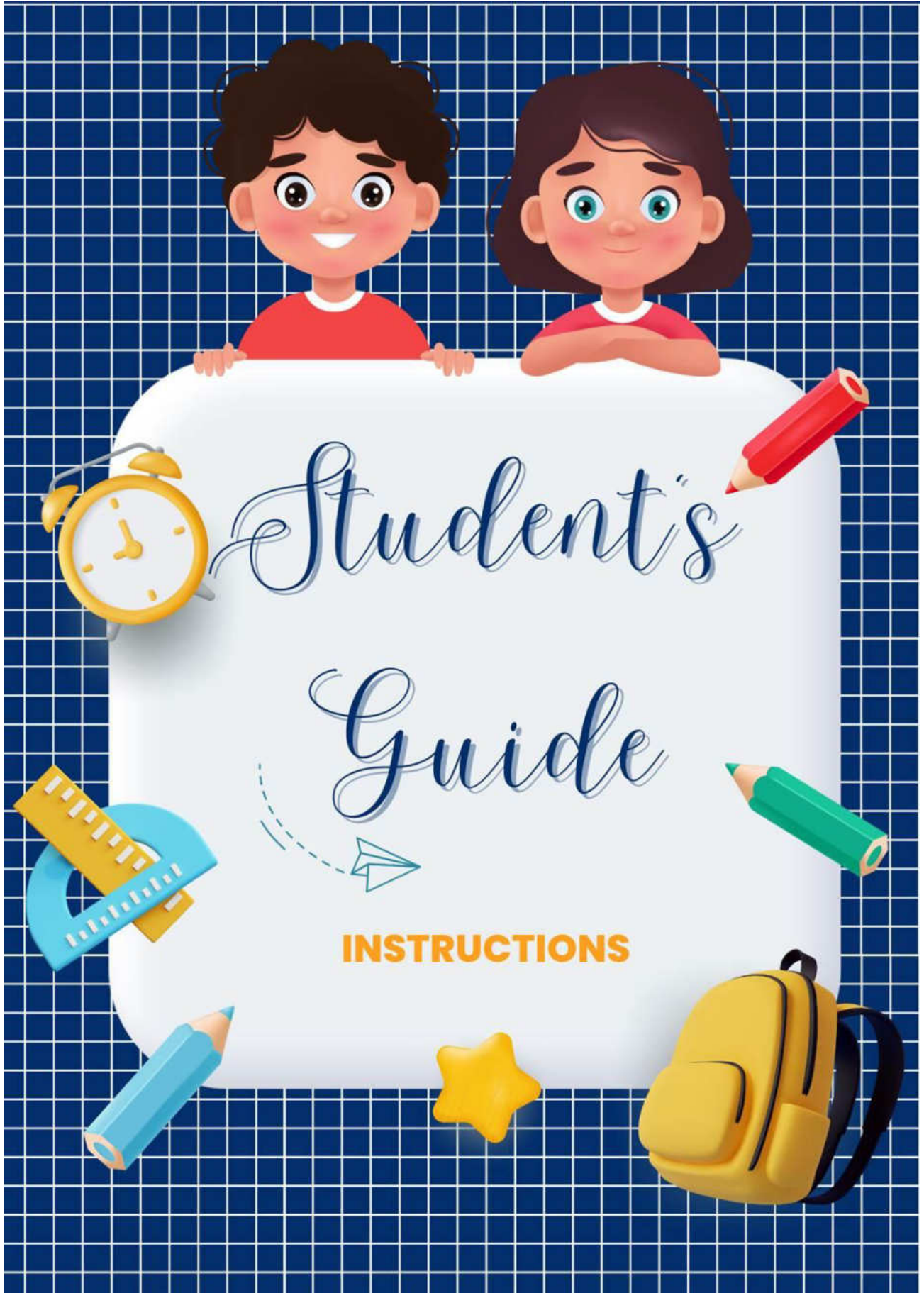
3 PRACTICE

- The teacher will deliver some instructions before starting the activity:
 - Divide the class into two groups.
 - Put chairs around the class and clean the place.
 - The teacher will explain the activity, which consists of:
 - Participating in one member of each group.
 - Creating a sentence according to the occupation and adjective related to students' interests.
 - Running and ringing the bell when one of the competitors already has thought the sentence. The bell is going to be in the middle of the class.
- EXAMPLE**

I am interested in being a singer because I am a disciplined person
- After ringing the bell, the student should say the sentence. The student gets a reward (CANDY 🍬 / EXTRA POINT 🏆) if the statement is correct.
- NOTE: EVERYBODY MUST PARTICIPATE AND THE TEACHER OUGHT TO CORRECT THE MISTAKES IMMEDIATELY. FURTHERMORE, THE REWARD MIGHT BE FOR THE WHOLE GROUP OR FOR EACH STUDENT'S PARTICIPATION.**

4 PRODUCTION

- TASK 1: SHARING IDEAS**
- The teacher will explain the activity to students, which consists of:
- Thinking of two members of students' families in order to choose a career for them.
- EXAMPLE**
- My mom is interested in being an **engineer** because she is a **careful** person.
 - My uncle is interested in being a **painter** because he is a **creative** person.
- Sharing their ideas with three classmates and vice-versa. And take notes about partners' sentences.
- NOTE: THE TEACHER MUST WORK WITH THE WHOLE GROUP.**
- TASK 2: ACTING OUT**
- The teacher will explain that this activity is related to the previous one. This consists of:
- Assigning students to share two classmates' ideas in front of the class, imitating his or her attitude.
- TO PRESENT THOSE IDEAS, THE TEACHER WILL CHOOSE VOLUNTEERS BY THE SONG "TINGO TINGO TINGO TANGO".**
- TASK 3: RETRIEVING INFORMATION**
- The teacher will summarize the class by asking questions to students. The teacher will choose volunteers to apply the ennie meenie miney more game.



1

WARM - UP

NEW YORK

You know New York, you need New York, you know you need unique New York

FUZZY WUZZY

Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?

INSTRUCTIONS FOR THE STUDENT:

- You will read and repeat the tongue twister until you be able to say it faster.



2

PRESENTATION



It is time to learn

INSTRUCTIONS FOR THE STUDENT:

- Look carefully and match the adjectives of each occupation.



<https://bit.ly/5Kw0L2>

WRITE • ER



Passionate



<https://bit.ly/5d9jY487>

ENGINE • ER



Careful



<https://bit.ly/5u00F9j>

PAINT • ER



Creative



<https://bit.ly/5Y9D7H>

TEACH • ER



Patient



<https://bit.ly/5J4x5BA>

SING • ER



Disciplined

3

PRACTICE



Apply what you learnt

TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- Create a sentence according to the occupation and adjective related to your interests in order to compete with the other team.

RULES

- Use the vocabulary given.
- Organize your ideas.
- Be fast.
- Respect your classmate's turn.



4

PRODUCTION



Showing my knowledge

TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- Think of two members of your family in order to choose a career for them.
- Share your ideas with three classmates and vice-versa. And take notes about partners' sentences.



<https://bit.ly/5L4458>

TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- Share two classmates' ideas in front of the class, imitating his or her attitude.



<https://bit.ly/5R325m>

TASK 3:

INSTRUCTIONS FOR THE STUDENT:

- Summarize what you have learnt in the class.



<https://bit.ly/5w5e9p>

UNIT 2



STORY TELLING

Building Rapport Technique

1

IMAGINATION

2

MISTERY

LESSON 1

IMAGINATION



This lesson will present some verbs as vocabulary in order to be used in second conditional situations. Furthermore, this will aid pupils in expressing the ideas that they had when they were children.



Teachers


Guide

INSTRUCTIONS



LESSON N° 1

INFORMATIVE DATA



Topic: Imagination
Objective: At the end of the class, students will be able to recreate an adolescent memory using the word bank based on the second conditional in a competition.
Technique: Building Rapport (NLP)

Group: Senior students
Level: B1.2
Time: 40 mins
Verb Form: This lesson will use the simple past tense
Observation: This lesson will use the second conditional.

1 WARM - UP

- **Building Rapport:** First, the teacher will ask:
 - ✓ Do you know any riddles?
 - ✓ May you share one riddle with the class?
- Then, the teacher will present two riddles to the students in order to solve them together.

Which letter of the alphabet has the most water?
 ANSWER: C (SEA)

What occurs once in a minute, twice in a moment, and never in one thousand years?
 ANSWERS: THE LETTER "M".

2 PRESENTATION

The teacher will:

- ✓ Provide a group of verbs in the **infinitive and simple past tense** in order to create the second conditional sentences.
- ✓ Explain that the second conditional is for **unreal situations, fantasies, or the least possible future situations.**
- The teacher will explain the structure based on visual material (pictures).
- The teacher will recall that the sentence can take different places:
 - ✓ If you **studied**, you **would pass** your exams
 - ✓ You **would pass** your exams if you **studied**

STUDENT'S PARTICIPATION REQUEST: Then teacher will propose another example based on visual material.

3 PRACTICE

TASK 1: CREATING STATEMENTS

The activity consists of forming groups of three people in order to use the verbs given in **two-second conditional sentences**. These statements must be an idea that you had when you were a **child**.

STRATEGY TO USE: Saying a word game.



The game consists of each student must say a word to create the sentence but repeating what the classmate said before to you and so on.

- Then, the teacher will ask students to present them in front of the class as fast as possible.

NOTE: THE TEACHER WILL REWARD (CANDY 🍬 EXTRA POINT 🏆 THE FASTEST GROUP).

TASK 2: COMPLETING THE STATEMENT

- The activity is about saying the other half of the second conditional sentence by applying the "Simon says" game.

EXAMPLE

=



TEACHER: Simon says to form the other half of:
 If you studied,



STUDENT:
 you would pass your exams

- The teacher will throw a ball in order to ask for volunteers.

4 PRODUCTION

TASK 1: SHARING IDEAS

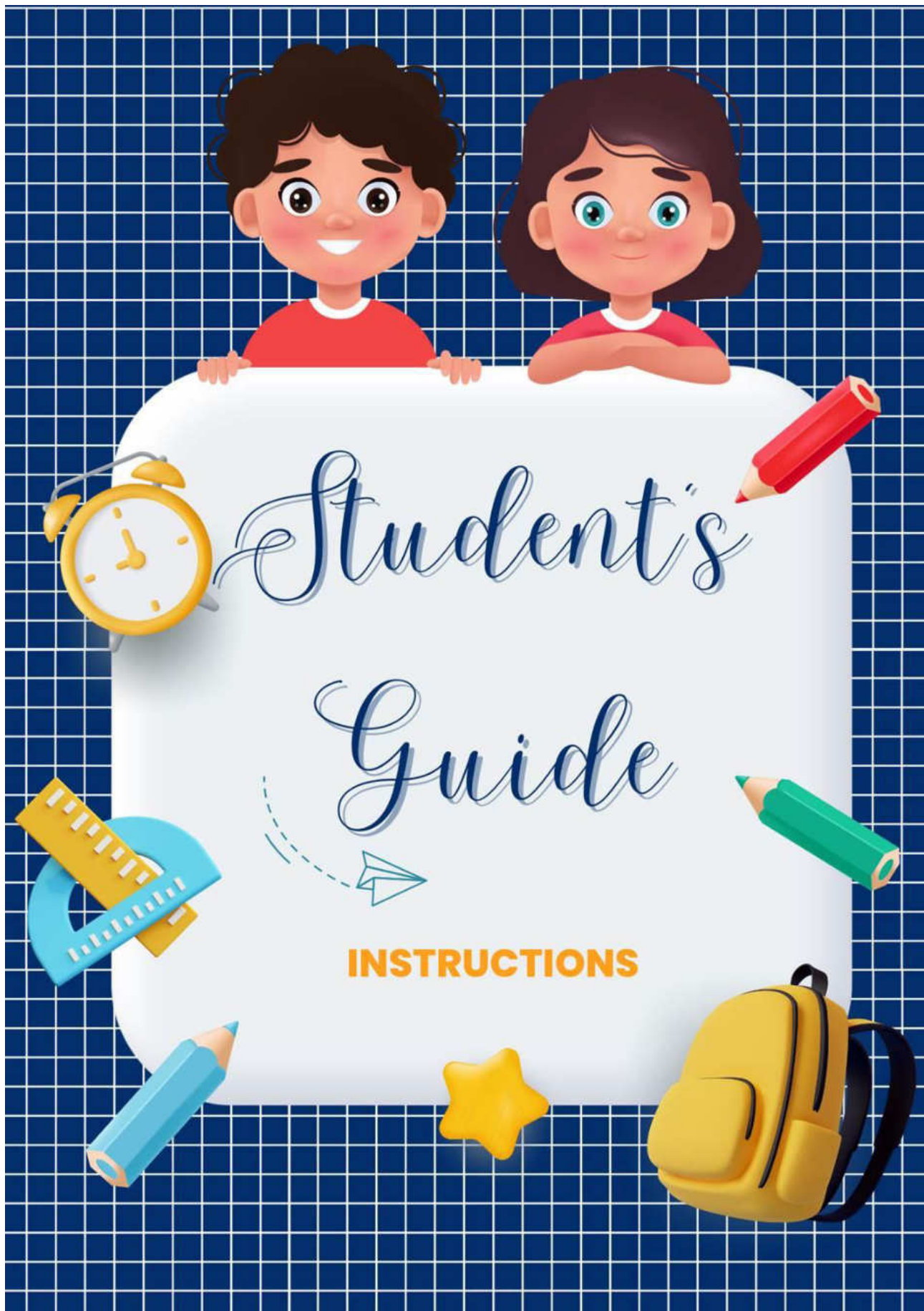
This task will consist of creating a second conditional sentence in a competition between two big groups. For example, one member of the first group should say one sentence with "if", and the member of the second group ought to create the other half of the sentence in the least time possible.

- The teacher will deliver the following instruction before starting the activity:
 - ✓ Divide the class into two groups. The same amount of students must be in both teams.
 - ✓ Both groups must intercalate the students' participation. This must be quicker.
 - ✓ Everyone must participate.
 - ✓ The sentences must be related to imaginary situations that students created when they were adolescents.
 - ✓ If one member of any group runs out of ideas, he or she automatically loses

TASK 2: RETRIEVING INFORMATION

The teacher will ask some questions to summarize the class:

1. Does the second conditional use simple past tense? = **Answer: Yes, it does**
2. Is the second conditional used for unreal situations, fantasies, or least possible future situations? = **Answer: Yes, it is.**
3. Cannot statements of second conditional sentences switch their places? = **Answer: Yes, they can**



1

WARM - UP



INSTRUCTIONS FOR THE STUDENT:

- Guess the answer from the following riddles in the least time possible.



2

PRESENTATION



TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- Internalize the following word bank.

INFINITIVE	PAST
BECOME	BECAME
FLY	FLEW
EXERCISE	EXERCISED
WIN	WON
TAKE	TOOK



TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- Analyse the pictures and relate them with the second conditional sentence.

1 OR 2

If you + **studied** + , you + **would** pass your exams. You + **would** pass your exams. If you + **studied**

TASK 3:

INSTRUCTIONS FOR THE STUDENT:

- Create the sentences according to the pictures.

1 = **Student's participation**

Student's participation = 2

3

PRACTICE



TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- In a group of three students, play the game "saying a word" in order to create two-second conditional sentences related to imaginary situations that you had when you were a child. Please, use the word bank given.

EXAMPLE



<https://bit.ly/33ggqM5>

PERSON A: if
 PERSON B: if I
 PERSON C: if I studied
 PERSON A: if I studied hard,
 PERSON B: if I studied hard, I
 PERSON C: if I studied hard, I would
 PERSON A: if I studied hard, I would pass
 PERSON B: if I studied hard, I would pass
 exams.

TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- Say the other half of the sentence in order to finish the second conditional by playing "Simon says" game.



<https://bit.ly/33ggqM5>

4

PRODUCTION



TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- This activity will consist of forming some second conditional sentences based on the first or second statement told by the other.



<https://bit.ly/5Xibald>

TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- Answer the questions which would be done by the teacher. You do not need to write down the answers.



<https://edut.in/3HcJzty>

LESSON 2

MYSTERY



This lesson will present four manner adverbs as vocabulary in order to create mysterious stories and certain activities to apply them.



Teachers

Guide

INSTRUCTIONS



LESSON N° 2

INFORMATIVE DATA



Topic: Mystery
Objective: At the end of the class, students will be able to use manner adverbs to create a short mystery story in a performance in peers.
Technique: Building Rapport (NLP)

Group: Senior students
Level: B1.2
Time: 40 mins
Verb Form: This lesson will use the simple past tense.

1 WARM - UP

Building Rapport + Forest Test: The teacher will apply a psychology test which consists of telling a story, and during this activity, the professor is going to ask some questions in order to know which fears or shocks students have in their life.

- Then, the teacher will require students to close their eyes in order to imagine each situation in their mind that the professor will tell.

<p>STORY</p> <ul style="list-style-type: none"> You are going to have a walk in the woods. You are still walking into the woods, and suddenly the path opens. Then, you can see a beautiful house far away. Then you decide to come into the house with no fear. You advance, and the first room you find is the living room. 	<p>QUESTIONS</p> <ul style="list-style-type: none"> How is the path? Do you have company? How is the house? Please describe its size and the number of windows. This room has a table in the middle: How is the table? What is above and around it?
---	---

RESULTS

- The initial path:** It is the way how the person sees the world.
- The person who companies you:** It is essential in their life.
- The size house:** It means how greedy the person is with their goals. If there are many windows, the person is an extrovert. On the contrary, the person is introverted.
- The table:** If there are no people, flowers, or food, the person is unhappy.

2 PRESENTATION

Building Rapport: First, the teacher will ask:


- Do you like mystery stories?
- Do you know any mystery stories?

Second, the teacher will present five manner adverbs, which represent an unexpected situation.

Then the teacher will explain that "these words are adjectives which come accompanied with the "ly" suffix becoming in an adverb. Moreover, these can usually be used at the beginning of the sentence."

Afterwards, the teacher will ask students to infer the meaning of these words.

Finally, the teacher will ask one question in order to build rapport:

<ul style="list-style-type: none"> unusually suddenly mysteriously unfortunately 	<p>in your life</p> 
--	---

3 PRACTICE

TASK 1: CHECKING MISTAKES

The teacher will:

- Write three statements on the board using adverbs in each.
- Give students two racket which contains one side "X" for incorrect and on the other "✓" for correct.

The teacher will assign students to:

- Work in peers.
- Raise the palette in order to check if the situation is right or not. If they are not, learns should say why and correct it.

TASK 2: IDENTIFYING THE CORRECT DEFINITION

The teacher will:


- Divide the group into two teams.
- Provide the crossword for both groups in big posters.
- Assign students to paste the crossword: GROUP A (on the right wall) GROUP B (on the left wall the other).
- Assign students to fill out the crossword in the least time possible
- Use a ring bell to start the competition and to end it.

NOTE: THE CLUES ARE NOT GOING TO BE WRITTEN AS THE TEACHER WILL TELL THEM.

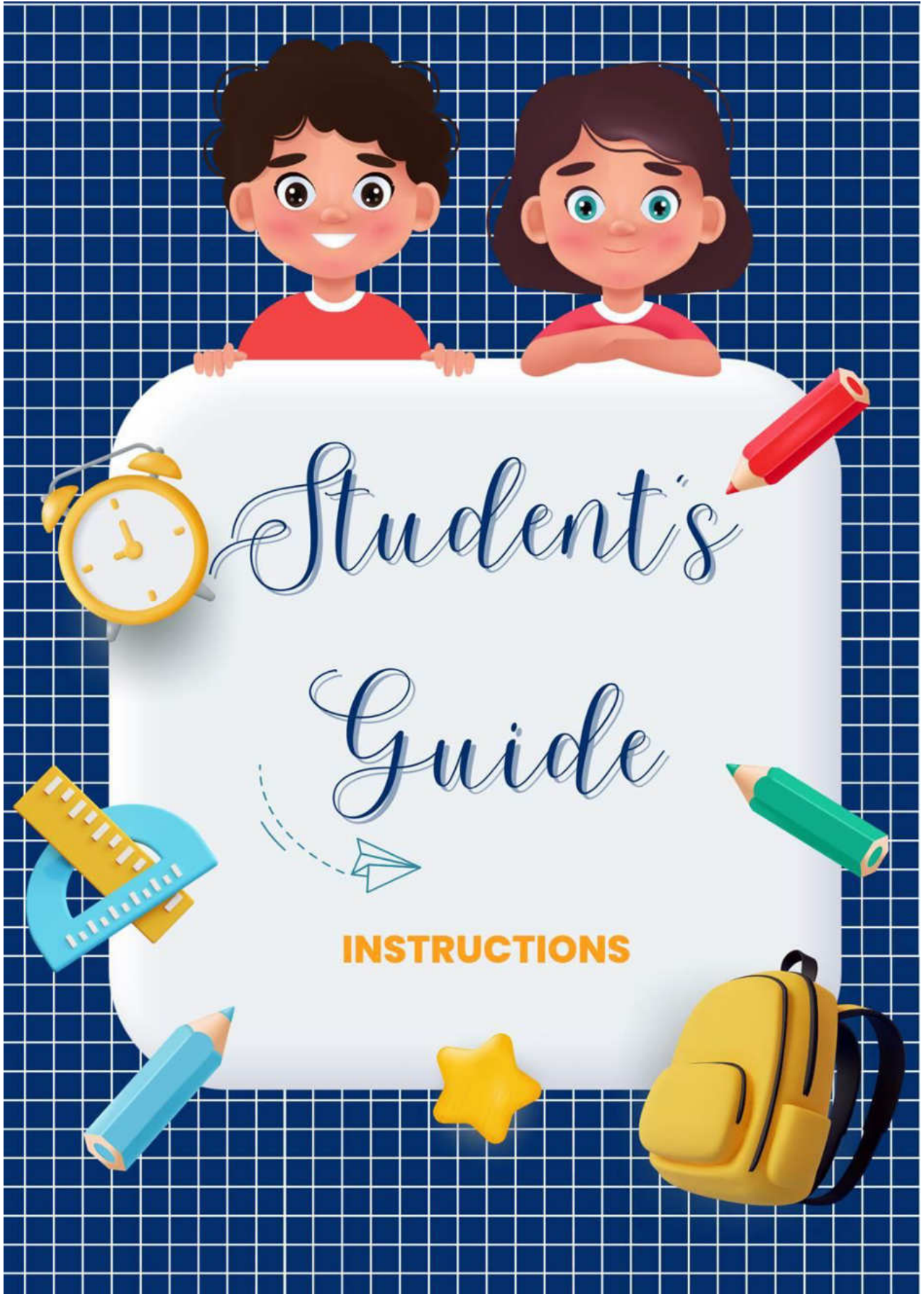
4 PRODUCTION

TASK 1: PERFORMING MYSTERY STORIES

- The teacher will assign students to create a short mystery story using the four adverbs, which must be performed with intonation, body language, and stress. Furthermore, students ought to make their customs.



<https://bit.ly/SYQhYng>



1



WARM - UP



INSTRUCTIONS FOR THE STUDENT:

- Please, put your chairs around the class, clean the space and sit down on the floor.
- Close your eyes and listen to the story. Then, open your eyes and answer the questions.



<https://bit.ly/5wckal0>

2



PRESENTATION



It is time to learn



TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- Analyze the vocabulary with their definitions.



ADVERB	DEFINITION
Unusually	When something is unusual (no normal)
Suddenly	When something is unexpected and quick.
Mysteriously	When something is surrounded by mystery.
Unfortunately	When something occurs against good luck.

TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- Answer the following question:

What happens in your life ?

- unusually
- suddenly
- mysteriously
- unfortunately



<https://bit.ly/5wckal0>

3



PRACTICE



Apply what you learnt

TASK 1:

INSTRUCTIONS FOR THE STUDENT:

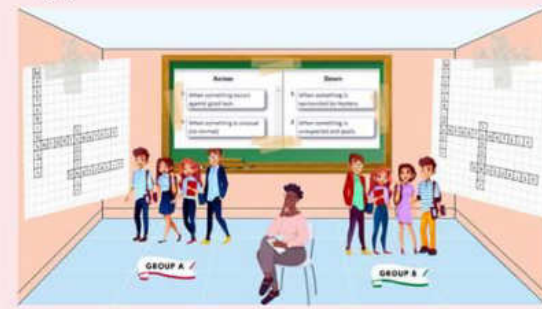
- Identify the correct statement by using the rackets.



TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- Fill out the crossword in the least time possible in your group. Please, write words with markers on the poster. The teacher will tell you the definition to be able to do it.



4



PRODUCTION



Showing my knowledge

TASK:

INSTRUCTIONS FOR THE STUDENT:

- Create a short mystery story by using the four adverbs taught in peers
- Present the story by acting out in front of the class (use intonation, body language, stress and customs)



<https://bit.ly/5wckal0>

UNIT 3



C U I S I N E

Modeling Technique

1

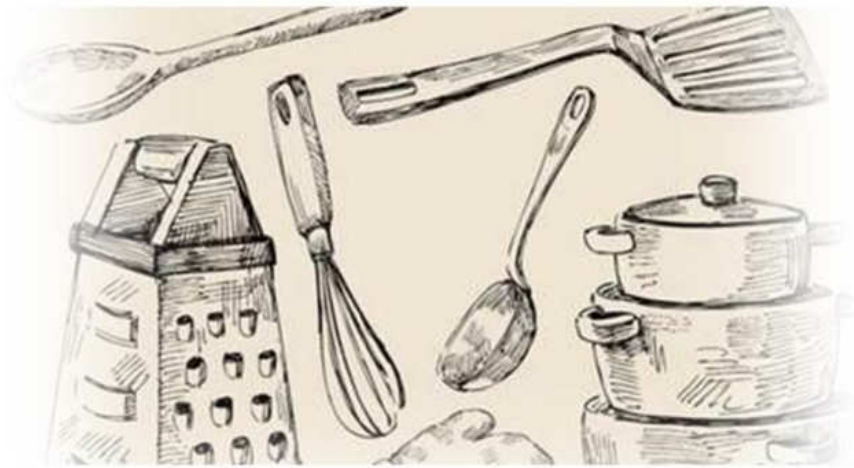
COOKWARE

2

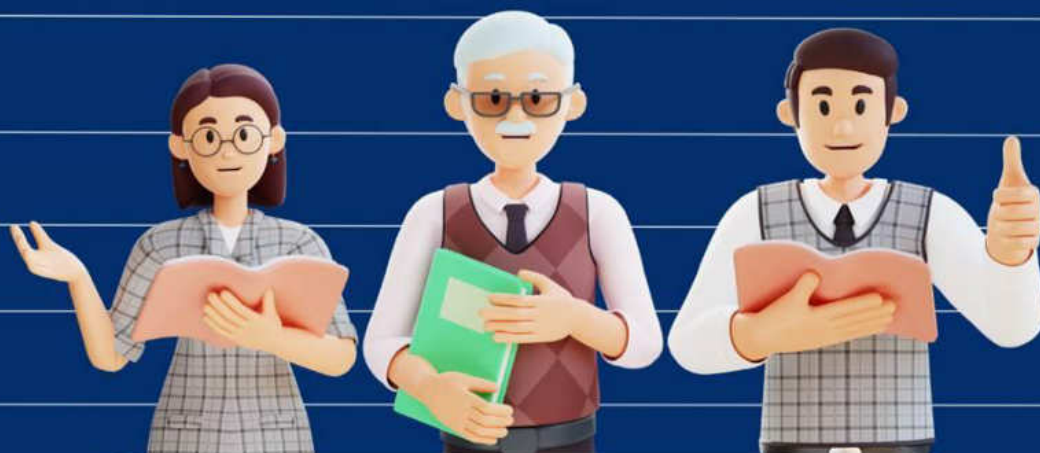
COOKING

LESSON 1

COOKWARE



This lesson will present utensil vocabulary to be able to identify them by students and applied in daily conversations.



Teachers

Guide

INSTRUCTIONS



LESSON N° 1

INFORMATIVE DATA

Topic: Cookware

Objective: At the end of the class, students will be able to record a video by recognizing the most used cookware by their mom in order to say their function of them and imitate how she used it in the kitchen.

Technique: Modeling (NLP)

Group: Senior students


Level: B1.2

Time: 40 mins

Verb Form: This lesson will use the simple present tense.

1 WARM - UP

- First, the teacher will ask:
 - ✓ Do you know the Pinocchio song?
 - ✓ What is Pinocchio's particular feature? Why he has that?
 - ✓ Do you lie as Pinocchio does?
- The teacher will explain that the activity consists of:
 - ✓ Listening to the "Pinocchio" song.
 - ✓ Standing up and repeat the song after the teacher.
 - ✓ Singing only women, then only men.
 - ✓ Singing in a very low voice, then sing in a very loud.
 - ✓ Forming groups of five people to sing and imitate the song steps.



<https://bit.ly/5Xyc7ii>

2 PRESENTATION

- First, the teacher will ask if students know some cookware vocabulary.
- Second, the teacher will present a collage of eight pictures to the class to ask:
 - ✓ Have you used any cookware?
 - ✓ May you infer the name of the utensils?
- Third, the teacher will provide the correct vocabulary for those pictures and give the concept in simple words about their function. Moreover, the teacher will supply the word bank for each student.
 - ✓ **OPTIONAL:** The teacher will ask students to stick the word bank in their notebook.

Material reference:

Kitchen utensils vocabulary. (n.d.). TEFL Lessons - Tefllessons.com; TEFLLessons.com. Retrieved January 18, 2023, from <https://tefllessons.com/product/kitchen-utensils/>

3 PRACTICE

TASK 1: CARD GAME

- First, the teacher will give cards of utensil vocabulary in order to play a short game. Moreover, the objective of this activity is to internalize words to be used in future activities.
- Then the teacher will explain the activity that consists of:
 - ✓ Forming groups of 3 people in order to compete among teams.
 - ✓ Guessing the word at the moment that Group A throws the card on the table, simultaneously Group B must say the word.
 - ✓ Throwing the card one by one (e.g. first Group A, second Group B, then Group A, and so on).
 - ✓ Give the role of taking notes to any student from the group to count the points and reward the winning team.

TASK 2: SPELLING THE WORD

The activity consists of spelling the word according to the picture shown by the teacher.

- The teacher will choose volunteers according to the clothes colour that students are wearing.

The teacher will say, "come in front of the class, the people who are wearing a white T-shirt". If there are two or more students, they will participate one by one. However, if it is only one learner, the professor makes him/her participate and immediately at that moment chooses another colour to call other students.

EXAMPLE

4 PRODUCTION


This activity will consist of applying the vocabulary given in a video in order to:

- ✓ Recognize which are the most used by students' mothers.
 - NOTE: SAY STUDENTS TO SHOW THE ITEM IN THE VIDEO.
- ✓ Say the function of the utensils.
- ✓ Imitate or act out as the students' mother does while she is cooking in the kitchen.
 - NOTE: IMITATE INTONATION, BODY GESTURES AND IF IT IS POSSIBLE THE VOICE.

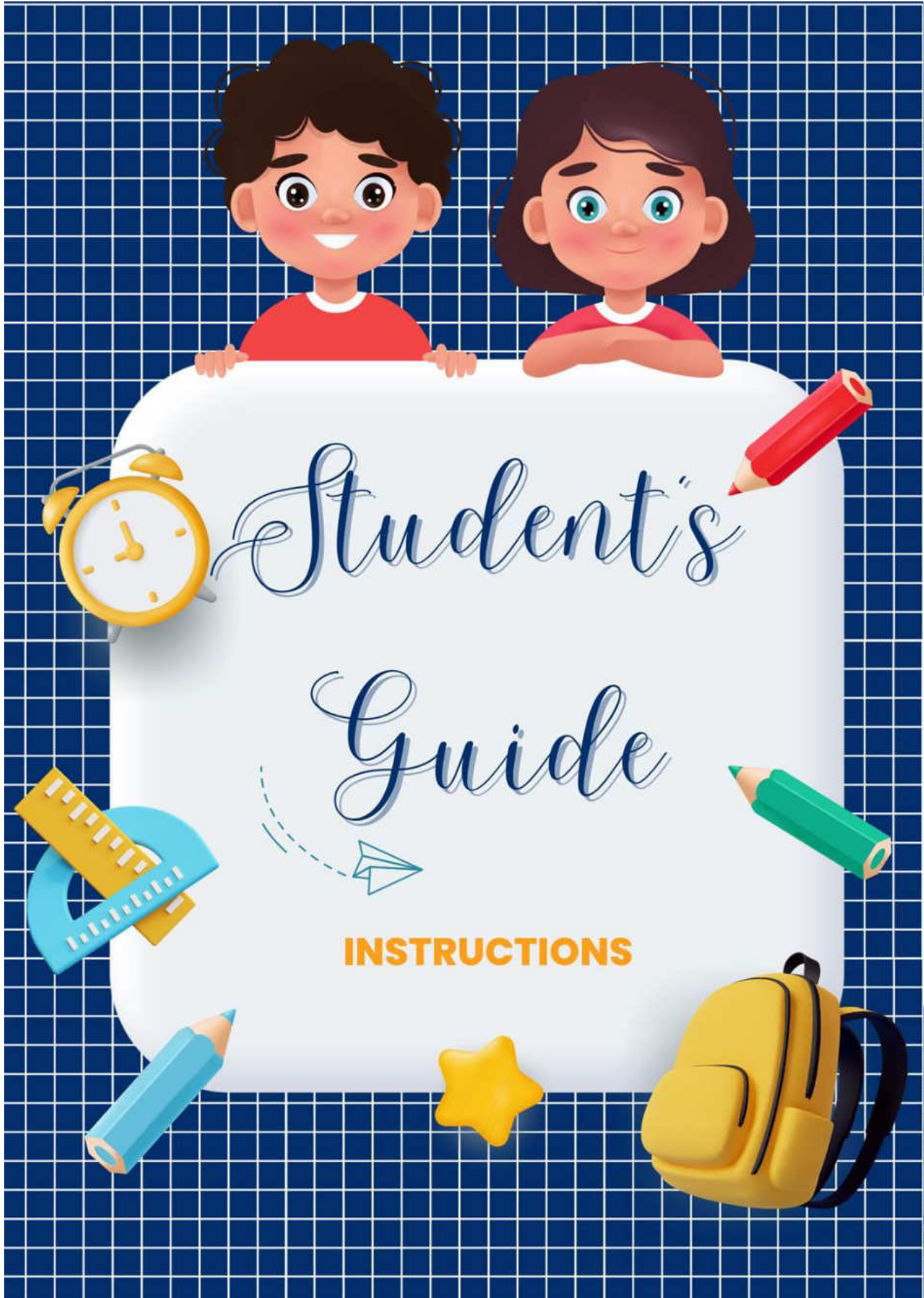
Extra task:

- Ask students to act out a hypothetical situation that their mother often does while he/she is using utensils.

EXAMPLE



<https://bit.ly/3DcDpYf>



Student's

Guide

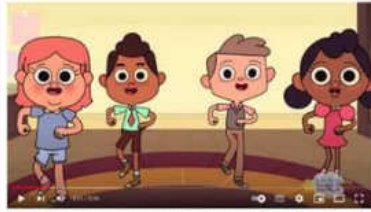
INSTRUCTIONS

1

WARM - UP

INSTRUCTIONS FOR THE STUDENT:

Listen to the song and sing it. Please, work with all your classmates.



Best Warm Up Song Entry for Kids Body In Everyday's Out Super Simple Songs
<https://www.youtube.com/watch?v=IhH454BUUnw>

2

PRESENTATION



It is time to learn



TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- According to the collage, infer the name of the utensils.



TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- Match the names of the utensils with definitions given by the teacher.



3

PRACTICE



Apply what you learn

TASK 1:

INSTRUCTIONS FOR THE STUDENT:

- Guess the utensil of the card



TASK 2:

INSTRUCTIONS FOR THE STUDENT:

- Spell the word shown by the teacher.



4

PRODUCTION



Showing my knowledge

TASK:

INSTRUCTIONS FOR THE STUDENT:

Record a video with the following indications:

- Say the most used utensils by your mom.
- Describe the utensils function.
- Act out as your mom does when she is cooking.



<https://bit.ly/3DcDpJY>

LESSON 2

COOKING



This lesson will present varied vocabulary related to the cooking topic and specific activities which are focused on real situations and might be used on daily basis.



Teachers' Guide

INSTRUCTIONS




● ● ●
☆ 🔒

LESSON N° 2

🔍
🏠
☰

INFORMATIVE DATA



Topic: Cooking

Objective: At the end of the class, students will be able to apply cooking vocabulary on a video preparing a dinner meal in groups of three people.

Technique: Modeling (NLP)

Group: Senior students

Level: B1.2


Time: 40 mins

Verb Form: This lesson will use the simple present tense.

1
WARM - UP

+
...

- First, the teacher will ask:
 - ✓ Do you like to sing English songs?
 - ✓ Have you ever heard an English song for kids?
- The teacher will explain that the activity consists of:
 - ✓ Listening to the "clap your hands" song.
 - ✓ Standing up and repeating the song after the teacher.
 - ✓ Singing only women, then only men.
 - ✓ Singing in a very low voice, then sing in a very loud
 - ✓ Singing the song by columns.






2
PRESENTATION

+
...

- First, the teacher will provide cooking vocabulary. These include verbs and nouns.
- Second, the teacher will ask to infer the meaning of these words.
 - ✓ **OPTIONAL: If it is possible, accept Spanish answers to have a better interplay with students**
- Third, the teacher will provide visual material for each verb after students have analyzed them.
- **Modeling Technique:** The teacher will ask students "how to pronounce the verb" written on the board (**STUDENTS MUST IMITATE**).
- **Modeling Technique:** The teacher will pronounce the verbs correctly to ask for some volunteers to repeat the word, but acting as the professor does (**IMITATE TEACHER' INTONATION, BODY GESTURE AND ATTITUDE**).
- After that, the professor will emphasize the written and spoken sounds:
 - ☑ **Written sound:** The teacher should spell the word in order to analyze it:

EXAMPLE = =

(e.g.: b / o / i / l)
 - ☑ **Spoken sound:** The teacher will repeat words at three speeds:

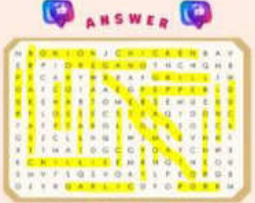
3
PRACTICE

+
...

TASK 1: SCANNING WORDS

This activity consists of providing a word search to students and also having another big one stuck on the board for better visualization.

- Then the teacher will:
 - ✓ Hand out a word search worksheet which includes some vocabulary related to the cooking topic, and hang a big one on the top of the board to interact with students.
 - ✓ Explain that students must complete the worksheet and while they are doing so, the professor will choose volunteers by asking one number from 1 to 15 in order to select someone from the list to highlight the one word found on the hanging word search on the board.



NOTE: THE ACTIVITY MUST BE DONE SIMULTANEOUSLY, BOTH IN THE WORKSHEET AND IN THE WORD SEARCH THAT IS HANGING ON THE BOARD.


TASK 2: FILLING THE GAP

- To start the activity, the teacher will provide on the board five statements with gaps in order to fill with the correct word.
- The teacher will explain that this activity is necessary to write down only the answers but not the statements on the paper and students must raise their hands to participate.
- The teacher will reward (candy 🍬 / extra point ➕) students who respond correctly.

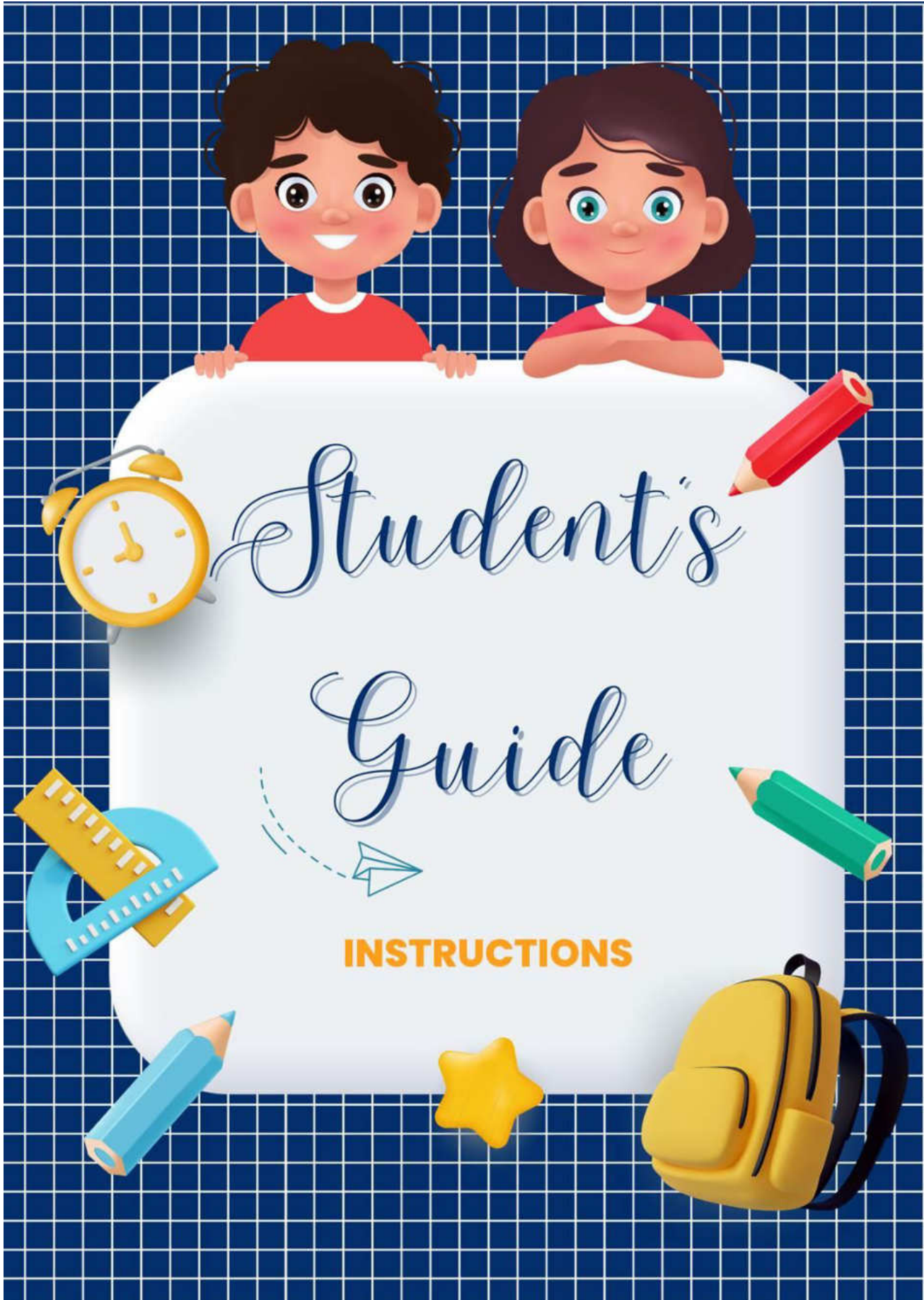
4
PRODUCTION

+
...

- The teacher will assign students to use the cooking vocabulary to record a video preparing a dinner meal. This will be done in groups of three people.
- The teacher will emphasize that:
 - ✓ At least 5 to 10 words must be used.
 - ✓ Everyone must speak in the video.
 - ✓ Students must imitate a youtuber chef to replicate body gestures, intonation, and attitude.




https://www.youtube.com/watch?v=USdC47u54



1 **WARM - UP**

INSTRUCTIONS FOR THE STUDENT:
Listen to the song and sing it. Please work by columns.




Clap Your Hands - The Kizibemwa Preschool Songs for Circle Time
<https://www.youtube.com/watch?v=CS0BfzbsfOE>

2 **PRESENTATION**

It is time to learn


TASK 1:
INSTRUCTIONS FOR THE STUDENT:

- Infer the word written on the board.



TASK 2:
INSTRUCTIONS FOR THE STUDENT:

- Analyze the cooking verbs relating to the pictures.




3 **PRACTICE**

Apply what you learnt

TASK 1:
INSTRUCTIONS FOR THE STUDENT:

- Find the following words in the word search.



TASK 2:
INSTRUCTIONS FOR THE STUDENT:

- Fill in the gaps by writing down and saying only the missing word.

FILL THE GAP


- To _____ water, you must make it very hot. (**boil**)
- In the morning, people eat _____ (**breakfast**)
- If we _____ a chicken, we cook it in the oven. (**roast**)
- We can _____ bread and cakes in an oven. (**bake**)
- When you _____ food, we cook it under heat in the oven or on top of a fire. (**grill**)

4 **PRODUCTION**

Showing my knowledge

TASK 1:
INSTRUCTIONS FOR THE STUDENT:
Record a video in group of three people with the following indications:

- Prepare a dinner meal.
- Use the vocabulary given.
- Act out as a youtuber chef. Take any of your preferences
- Imitate: intonation, body gestures and attitude.



<https://www.youtube.com/watch?v=LtSdCh7u54>



MATERIAL & RESOURCES

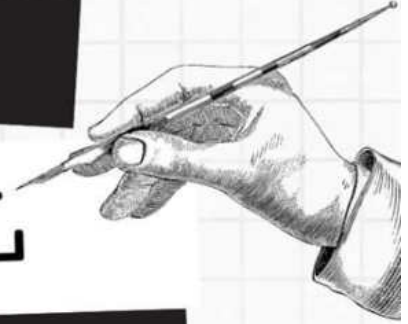
Canva Platform Link 2:

https://www.canva.com/design/DAFbne9RZ7o/O7794MFOA9X9suiML7mbBA/view?utm_content=DAFbne9RZ7o&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

2023

Proposal

MATERIAL



This section will present
pictures and images from all
units.



Unit 1

LESSON 1: PERSONALITIES

SYNONYM

ANTONYM



BRAVE

<https://bit.ly/3Xbaile>



AFRAID

<https://bit.ly/3GOtnBa>



KIND

<https://bit.ly/3VZpM7n>



CRUEL

<https://bit.ly/3Qmm5aO>



CONFIDENT

<https://bit.ly/3Zjmsah>



INSECURE

<https://bit.ly/3VSn7N2>



HONEST

<https://bit.ly/3GpSl8z>



DISHONEST

<https://bit.ly/3ZhDJRd>

WARM-UP

Unit 1

LESSON 2: I AM INTERESTED.....



Tongue

TWISTER DAY

1

NEW YORK

You know New York, you need
New York, you know you need
unique New York

FUZZY WUZZY

Fuzzy Wuzzy was a bear.
Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn't fuzzy,
was he?

2

Unit 1

LESSON 2: I AM INTERESTED.....



<https://bit.ly/3XvxlUZ>

WRITE + R



Passionate



<https://bit.ly/3HpY4N7>

ENGINE + ER



Careful



<https://bit.ly/3wvIFpj>

PAINT + ER



Creative



<https://bit.ly/3Y9DFih>

TEACH + ER



Patient



<https://bit.ly/3J4xlbA>

SING + ER



Disciplined

WARM-UP

Unit 2

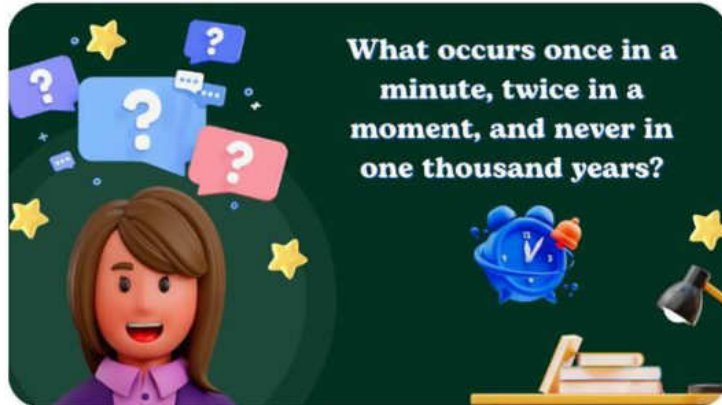
LESSON 1: IMAGINATION

RID

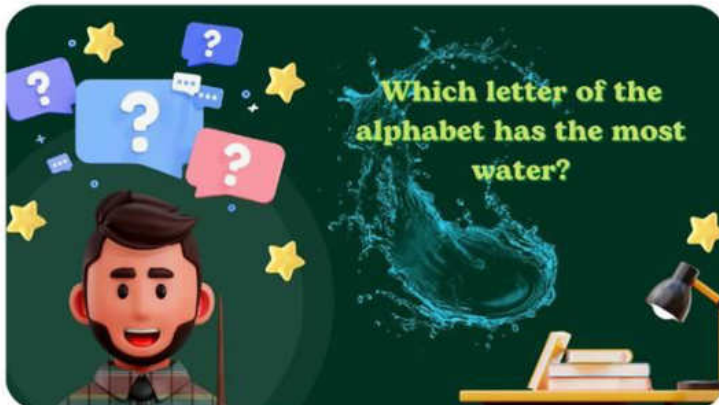


DLES

1



What occurs once in a minute, twice in a moment, and never in one thousand years?



Which letter of the alphabet has the most water?

2

PRACTICE

Unit 2

LESSON 2: MISTERY



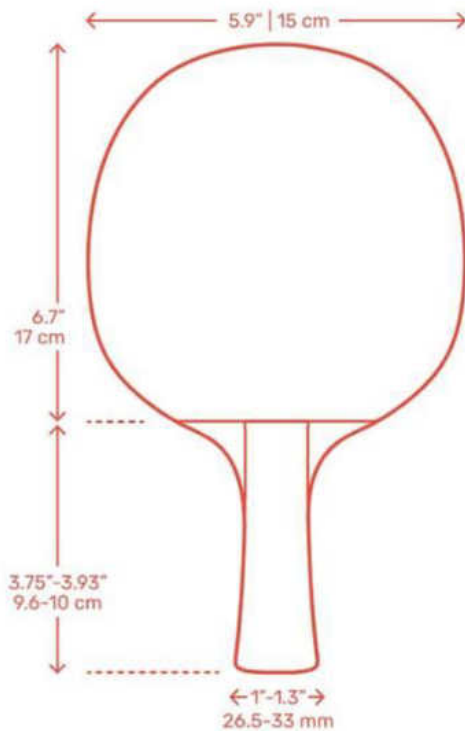
CORRECT

&

INCORRECT



- Material for the practice.



<https://bit.ly/3YZLIZa>

- Sentences for the practice.

1

Nowadays, people believe in aliens. Usually, tomorrow, they did not.

2

My mom was on the bus. Suddenly, she disappeared.

3

Unfortunately, Cinthia did not come to my house. On the contrary, we would have eaten ice cream.

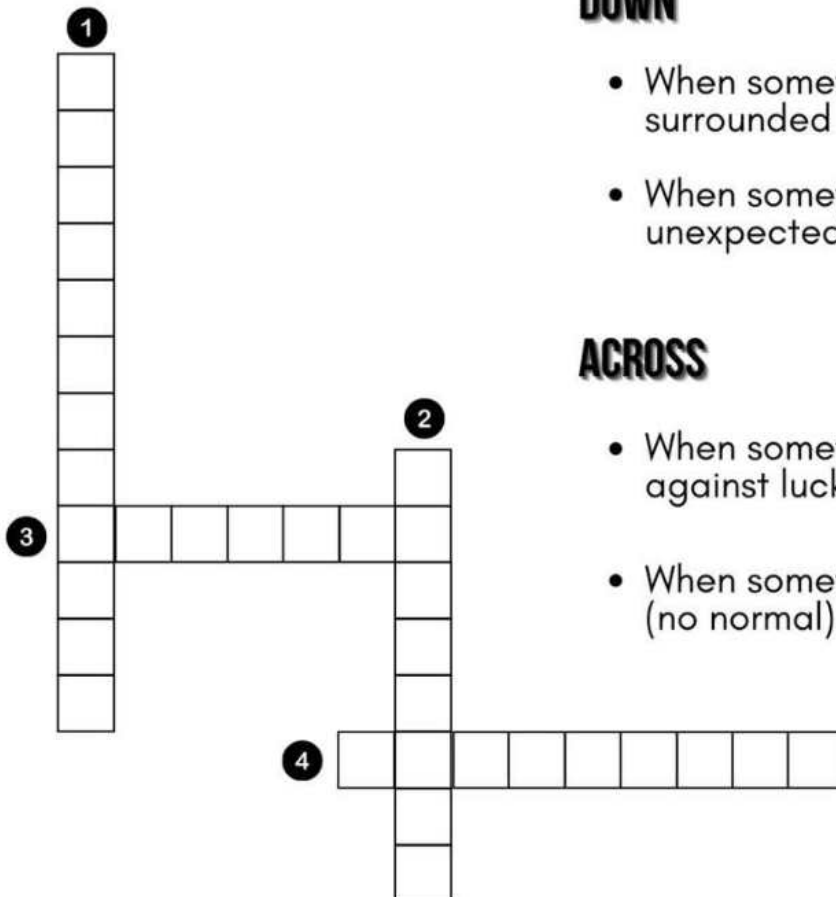
Unit 2

LESSON 2: MISTERY

Manner Adverbs



- Material for the teacher.



DOWN

- When something is surrounded by mystery.
- When something is unexpected and quick.

ACROSS

- When something occurs against luck.
- When something is unusual (no normal).

Unit 3

LESSON 1: COOKWARE

Cookware



- Material for the teacher in order to convey the names of the cookware.



NOTE: This material can be REUSED for the next activities in the unit.

Unit 3

LESSON 1: COOKWARE

Cookware



- Material for the teacher in order to convey the names of the cookware.



SPATULA



OVEN DISH



SIEVE



FOOD PROCESSOR



PEELER



ROLLING PIN



SAUCEPAN



BAKING TRAY



CHOPPING BOARD



FRYING PAN



GRATER



POT



COLANDER



WOODEN SPOON



WHISK

Unit 3

LESSON 2: COOKING

Cooking



- Material for the teacher in order to be used in class.



Bake



Fry



Pour



Slice



Chop



Grill



Roast

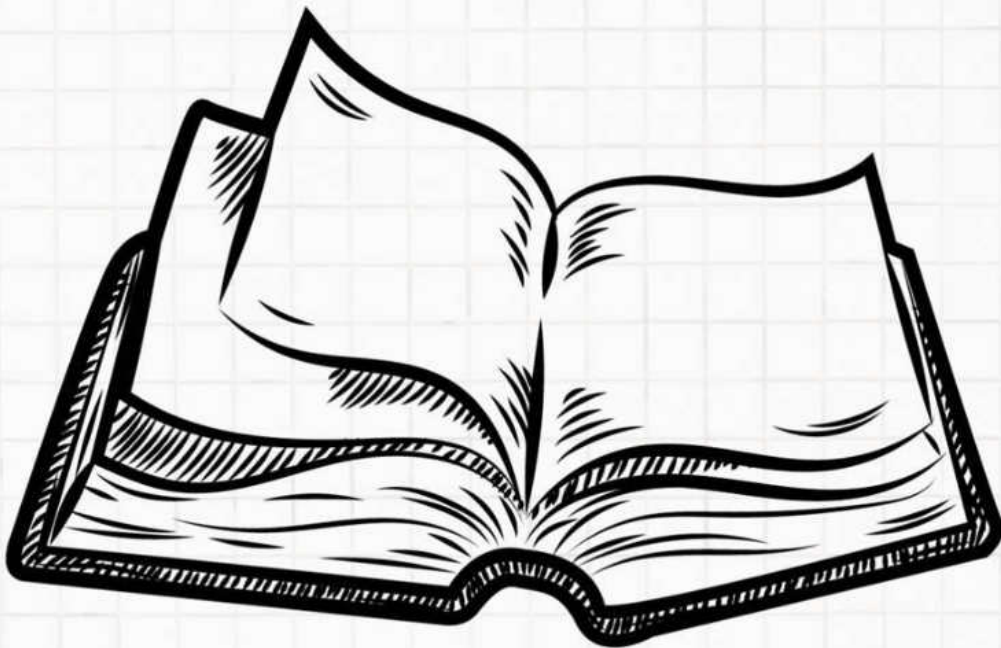
2023

Proposal

RESOURCES



This section will present worksheets for students. They are from all units.



Unit 1

LESSON 1: PERSONALITIES

NAME: _____

DATE: _____



1. Complete the following words with the missing letters.



B _ _ _ E



C _ _ _ L



D _ _ H _ _ _ S _ T



_ _ U _ _ Y



C _ _ F _ D _ _ _



A _ _ _ I _

2. Write five sentences to describe to one partner in your class. Please use the adjectives given by your teacher and follow the next structure:

I am a/an person because I

1) _____

2) _____

3) _____

4) _____

5) _____

PRACTICE

Unit 3

LESSON 2: COOKING

NAME: _____

DATE: _____



COOKING

Word Search



- Find the following words in the word search.

- | | | | |
|-------------|----------|-----------|----------|
| • BAKE | • DINNER | • ONION | • SALMON |
| • BEEF | • DUCK | • OREGANO | • SALT |
| • BREAKFAST | • FRY | • PEPPER | • SLICE |
| • CHICKEN | • GARLIC | • PORK | • TOMATO |
| • CHILLIE | • GRILL | • POUR | • WATER |
| • CHOP | • LUNCH | • ROAST | |

M B O N I O N J C H I C K E N B A V
E R P I O R E G A N O T N C H Q M B
P E C A R Y W B B A F G R I L L T W
O A F C O I A A E G P E P P E R L D
U K E H A B T O M E B S E M U E U U
R F L O S S E C S T F A Q I D D N C
F A F P T A R O L L O L K S O I C K
G S Z C L L N Q I W J M Y E V N H F
X T T M A T D G C G F O A Y C N W X
K C H I L L I E E M R N Q T H E O U
S M V F S Q S V O K Y L P E O R Q B
O Z Y R G A R L I C D F O P O R K M

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Regarding the theoretical framework which was focused on determining the three neurolinguistic techniques in order to boost speaking lexicon in senior students at Victor Mideros High School, it is essential to express that generating activities based on students' behaviour and five senses help to anchor their lives with the target language, encouraging them to improve their vocabulary progressively.
- As far as the methodology, the mixed approach was applied. It sought to collect students' opinions and teachers' arguments to detect that English professors are not interested in changing their methodology, strategies, techniques, and kinds of activities applied to enhance speaking lexicon on students since they feel comfortable with the sources which they have been working with in their professional period.
- The results obtained from the survey applied to the senior students at Victor Mideros High School give positive findings. Since they are keen on producing the target language and participating in speaking activities. However, in their answers, they emphasized that if English teachers apply new and different kinds of activities, they will boost their speaking lexicon in their learning process.
- The designed proposal permitted senior students to boost speaking lexicon through the three neurolinguistic techniques which are anchoring, building rapport and modeling. These have the aim to comprehend pupils as a whole and attempt to relate each speaking activity to their lives; in other words, it links the target language with the students' reality.

5.2. Recommendations

- The use of neuro-linguistic techniques implies knowing students as a whole and relating their reality with the learning process. Furthermore, these are rather beneficial for teachers as lexicon activities can be linked to them, contributing to enhancing students' vocabulary daily.
- Neurolinguistic techniques work as a valuable aid in speaking classes since teachers might know their students through English teaching. In other words, activities designed for speaking classes are feasible since they permit learners to express themselves using the vocabulary they have learnt in class.

- English teachers should opt to use neurolinguistic techniques in their English classes and adapt them to their speaking lexicon activities which help to boost learners' vocabulary, but not attempting to apply the same repetitive tasks, such as doing sentences, reading aloud the statements, completing the pages of the book or conveying a word bank with no specific purpose.

- The acquisition of the lexicon is the main aspect in English speaking classes. For that reason, teachers should avoid not only transmitting vocabulary just by doing sentences or knowing the translation of it, but making meaningful use of those sets of words in every oral activity and in their real lives.

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ANNEXES

Annex 1
Survey for students



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA
(FECYT)

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

SURVEY FOR STUDENTS

Theme: Neuro Linguistic Techniques to Boost Speaking Lexicon in Senior Students at Victor Mideros High School, Academic Period 2022 – 2023

Objective: Gather information about neurolinguistic techniques applied in the classroom to boost speaking lexicon.

General guidelines:

1. The survey consists of 10 structured questions.
2. Read the questions meticulously and answer them on your own.
3. The survey is anonymous; so, feel yourself comfortable and be free to answer.
4. This survey is entirely focused on pedagogical aspects which attempt to contribute to boost speaking lexicon on senior students.
5. The objective of applying this survey is to describe neurolinguistic techniques which may help to boost students speaking lexicon.

SURVEY

- 1. Do you consider English important in your life?**
 - A lot
 - A little
 - Nothing

- 2. How often do you practice English in class?**
 - Always
 - Frequently
 - Sometimes
 - Rarely
 - Never

- 3. From the list below, what kind of activities does your teacher do for you to improve your English skills? You can choose more than one.**
 - Picture descriptions.
 - Use new vocabulary in your presentations.
 - Memorize and repeat common dialogues.
 - Role plays.
 - Introduce yourself.
 - Try to imitate the way a native speaker speaks.

- 4. Do you think that speaking in English is difficult for you?**
 - Very difficult
 - Difficult
 - Somehow difficult
 - Not difficult

- 5. In a scale from 0 to 5, with 0 being *nothing* and 5 being *a lot*, how much do you like to participate in speaking activities in class? Please choose one option.**
 - 5
 - 4
 - 3
 - 2
 - 1
 - 0

- 6. How often does your teacher do speaking activities in the class?**
 - Always
 - Frequently
 - Sometimes

- Rarely
- Never

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

- Totally agree
- Agree
- Disagree
- Totally disagree

8. From the list below, number three activities your teacher does in class for you to increase your English vocabulary (number one is most used).

- Read a book aloud.
- Complete worksheets.
- Make sentences.
- Watch movies with subtitles.
- Make exercises according to the theory.
- All above.

9. In a scale from 0 to 5, with 0 being *nothing* and 5 being *a lot*, would you like to expand your speaking vocabulary by doing some other activities?

- 5
- 4
- 3
- 2
- 1
- 0

10. Which new activities from the list below, would you like to do in class? You can choose more than one.

- Perform a role-play.
- Perform dialogues.
- Create a theatre play.
- All above.

Annex 2
Interview for teachers



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA
(FECYT)

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

INTERVIEW FOR TEACHERS

Theme: Neuro Linguistic Techniques to Boost Speaking Lexicon in Senior Students at Victor Mideros High School, Academic Period 2022 – 2023

Objective: Gather information about neurolinguistic techniques applied in the classroom to boost speaking lexicon.

General guidelines:

1. The interview consists of 11 structured questions.
2. Read the questions meticulously and answer them on your own.
3. The interview is anonymous; so, feel yourself comfortable and be free to answer.
4. This interview is entirely focused on pedagogical aspects which attempt to contribute to boosting speaking lexicon on senior students.
5. The objective of applying this survey is to describe neurolinguistic techniques which may help to boost students speaking lexicon.

INTERVIEW

- 1. What strategies do you use for students to speak most of the time of the class in English?**
- 2. How often do you do speaking activities in your classes?**
- 3. Do you prefer speaking activities to be done in pairs or more than two people? Please, explain your answer.**
- 4. Do you usually convey new vocabulary to your students?**
- 5. What sort of oral tasks do you carry out for students to use new vocabulary? Please, explain your answer.**
- 6. From your experience, what methods do you think better help students improve their speaking skills?**
- 7. Have you heard about any new methods you consider interesting to apply in your speaking English classes?**
- 8. Apart from the methods that you mentioned before, have you ever heard about Neurolinguistic Programming?**
- 9. Would you like to apply Neurolinguistic Programming in your English classes?**
- 10. From the list below, which neurolinguistic techniques would you apply in your classes? Please, explain your answer.**
 - Anchoring
 - Building Rapport
 - Modelling
- 11. Have you assigned activities in and out of classes applying any of the neurolinguistic techniques stated above? Please, explain your answer.**

Annex 3

Validation solicitude to MSc. Jose Obando



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 09 de noviembre de 2022

Magister
José Obando
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digno validar los instrumentos de recolección de información de la Investigación del Proyecto "Neuro Linguistic Techniques to Boost Speaking Lexicon in Senior Students at Victor Mideros High School, Academic Period 2022 – 2023". Previo al título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas.

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

Atentamente,

Shirley Benavides

C.C.: 1750058487

Annex 4

Validation solicitude to MSc. Ruben Congo



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 16 de noviembre de 2022

Magister

Rubén Congo

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar los instrumentos de recolección de información de la Investigación del Proyecto "Neuro Linguistic Techniques to Boost Speaking Lexicon in Senior Students at Victor Mideros High School, Academic Period 2022 – 2023". Previo al título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas.

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


Atentamente,

Shirley Benavides

C.C.: 1750058487


Annex 5

Instruments validated by MSc. Jose Obando

 **UNIVERSIDAD TÉCNICA DEL NORTE**
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

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 ítem. De ser necesario realice la observación en el casillero correspondiente.

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

 **JOSE MIGUEL
OBANDO ARROYO**


Firma del Evaluador: MSc. José Obando
C.C.:

Apellidos y nombres completos	Obando Arroyo José Miguel
Título académico	Mgs.
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Fecha de envío para la evaluación del experto:	9 de noviembre de 2022
Fecha de revisión del experto:	15 de noviembre de 2022

Annex 6

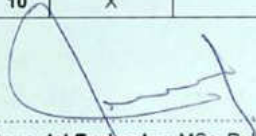
Instruments validated by MSc. Ruben Congo



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

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 Ítem. De ser necesario realice la observación en el casillero correspondiente.

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



Firma del Evaluador: MSc. Rubén Congo
C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén.
Título académico	MSc. Gerencia de proyectos Educativos
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

Fecha de envío para la evaluación del experto:	16 de noviembre del 2022
Fecha de revisión del experto:	17 de noviembre del 2022

Annex 7

Solicitud for instruments thesis 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-2022-1485-O
Ibarra, 18 de noviembre de 2022

Magister
Carlos Bedoya
RECTORA DE LA UNIDAD EDUCATIVA VÍCTOR MIDEROS

De mi consideración:

Reciba un atento y cordial saludo, a nombre de quienes conformamos la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte, y a la vez desearle éxitos en las funciones que usted desempeña.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, su autorización para que la señorita SHIRLEY MADELINE BENAVIDES SERPA, estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, quien se encuentra desarrollando su trabajo de grado "NEURO LINGUISTIC TECHNIQUES TO BOOST SPEAKING LEXICON IN SENIOR STUDENTS AT VICTOR MIDEROS HIGH SCHOOL, ACADEMIC PERIOD 2022-2023" pueda aplicar los instrumentos de recolección de información en la Unidad Educativa que usted acertadamente dirige.

Por la favorable atención le agradezco.

Atentamente,
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"



Firmado digitalmente por:
JOSE
LUCLANO

MSc. José Revelo
DECANO DE LA FECYT

Autorizado
Recibido
22-11-2022
[Signature]

Annex 8

Authorization for socialization of the proposal at Victor Mideros High School

REPÚBLICA DEL ECUADOR



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



Oficio nro. UTN-FECYT-D-2023-0053-O
Ibarra, 04 de abril de 2023

ASUNTO: Solicitud de Autorización para socializar propuesta de trabajo de integración curricular Srta. Shirley Benavides

Magíster
Carlos Bedoya
Rector
UNIDAD EDUCATIVA "VÍCTOR MIDEROS"
San Antonio

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 de la manera más comedida, con la finalidad de solicitarle su autorización para que la Señorita BENAVIDES SERPA SHIRLEY MADELINE, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, realice la socialización de la propuesta de trabajo de integración curricular con el tema: "NEURO LINGUISTIC TECHNIQUES TO BOOST SPEAKING LEXICON IN SENIOR STUDENTS AT VICTOR MIDEROS HIGH SCHOOL, ACADEMIC PERIOD 2022-2023".

Por la favorable atención le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO



JOSE LUCIANO REVELO RUIZ



MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

*Recibido
13.04.2023
[Firma]*

Annex 9

Proposal socialized at Victor Mideros High School

