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EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

**IMPLEMENTING NEUROLINGUISTIC PROGRAMMING STRATEGIES TO PROMOTE
STUDENTS' MOTIVATION IN THE ENGLISH CLASSROOM**

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DEDICATION

This study is dedicated to God first, who is almighty, merciful and faithful to fulfill the desires of the heart, give strength to those who do not have it and make everything possible for love.

My husband Juan Carlos for his support, love and patience in every step of my life; and my children Misael, Abigail and Giulianna who have encouraged me to move forward and have been patient, careful, loving, strong and brave, a blessing in my entire life and especially in this process of my professional development.

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RESUMEN

La investigación se enfoca en diseñar una propuesta metodológica basada en la Programación Neurolingüística (PNL) para estimular la motivación de los estudiantes en el aula de inglés. Se llevó a cabo en el colegio Las Américas del Valle en Quito, Ecuador, con tres docentes de inglés seleccionados mediante muestreo por conveniencia. Se empleó un enfoque mixto, utilizando tanto métodos cualitativos y cuantitativos, como pruebas previas y posteriores, entrevistas y una observación de clases. El aspecto cualitativo abordó los desafíos percibidos por los profesores en el establecimiento de conexiones con los estudiantes y fomentar la empatía. Por otro lado, el método cuantitativo analizó las relaciones de causa y efecto entre variables, proporcionando datos sobre la efectividad de las técnicas de motivación. Esta propuesta siguió un enfoque estructurado en cinco etapas: diagnóstico, planificación, ejecución, evaluación y retroalimentación. Cada etapa fue meticulosamente diseñada para garantizar la integración efectiva de las estrategias de PNL en el aula de inglés. Los talleres demostraron mejoras notables en la comprensión de los conceptos y técnicas de PNL de los participantes, como lo evidencian los resultados de las observaciones en clase y las pruebas posteriores. La implementación de los talleres de PNL mostró su efectividad para promover la motivación estudiantil y optimizar los resultados de aprendizaje. No obstante, se identificó la necesidad de continuar refinando ciertas técnicas para obtener mejores resultados en contextos de enseñanza de inglés como lengua extranjera. Se recomienda extender la duración de los talleres y proporcionar apoyo y capacitación continua a los profesores para mejorar la implementación de las estrategias de PNL y mantener resultados positivos en la motivación estudiantil.

Palabras clave: Anclaje, Enfoque, Motivación, Neurolingüística, Empatía.

ABSTRACT

The research focuses on designing a methodological proposal based on Neuro-Linguistic Programming (NLP) to boost student motivation in the English classroom. It was carried out at Las Américas del Valle School in Quito, Ecuador, involving three English teachers selected through convenience sampling. A mixed approach was used, employing both qualitative and quantitative methods, such as pre- and post-tests, interviews, and a checklist for classroom observations. The qualitative aspect addressed the challenges perceived by teachers in establishing connections with students and fostering empathy. On the other hand, the quantitative method analyzed cause-and-effect relationships between variables, providing data on the effectiveness of motivation techniques. The implementation of the proposal followed a structured approach in five stages: diagnosis, planning, execution, evaluation, and feedback. Each stage was meticulously designed to ensure the effective integration of NLP strategies in the English classroom. The workshops showed significant improvements in participants' understanding of NLP concepts and techniques, as evidenced by classroom observations and follow-up tests. The systematic integration of NLP workshops demonstrated its effectiveness in promoting student motivation and optimizing learning outcomes. However, the need to continue refining certain techniques for better results in English as a foreign language teaching contexts was identified. Therefore, extending the duration of workshops and providing ongoing support and training to teachers is recommended to further improve the implementation of NLP strategies and maintain positive results in student motivation.

Keywords: Anchor, Approach, Motivation, Neurolinguistic, Rapport

GENERAL INDEX

Introduction	1
Chapter 1	6
1.1 Theoretical Background	7
1.2 Neurolinguistic Programming (NLP)	7
1.3 Neurolinguistic Programming Techniques.....	9
1.4 Anchor	10
1.4.1 The Anchoring-Elaboration Cycle	11
1.4.2 Extinguishing an Anchor	12
1.5 Rapport	12
1.5.1 Connection activities	14
1.5.2 Matching words	14
1.6 Pedagogical Benefits of Neurolinguistic Programming in Education	15
1.6.1 Metacognitive insight.....	16
1.6.2 Metacognitive awareness.....	16
1.6.3 Self-observation and regulation.....	16
1.6.4 Adaptation, recognition, and discrimination.....	16
1.7 Motivation in English Foreign Language.....	17
1.7.1 Extrinsic motivation.....	17
1.7.2 Intrinsic Motivation	18
1.8 Approach	19
1.8.1 Teacher-Centered Approach	19
1.8.2 Student-Centered Approach.....	20
Chapter 2	22
2.1 Research Methods	22
2.2 Conceptualization and operationalization of the main categories.....	22
2.2.1 Independent Variable.....	22
2.2.2 Dependent Variable	23
2.3 Instruments	24

2.4 Participants	25
2.5 Validation	25
2.6 Initial Diagnosis	25
2.6.1 Pre-Test	26
2.6.2 Interview with English teachers.....	32
2.7 Diagnostic Analysis	34
Chapter 3.....	35
3.1 Presentation and Validation of the Proposal	35
3.2 Theoretical Foundation.....	35
3.3 Characteristics of the Proposal	36
3.4 Structure, and dynamics of the components of the proposal	37
3.4.1 Stage 1: Diagnosis.....	38
3.4.2 Stage 2: Planning	38
3.4.3 Stage 3: Execution	39
3.4.4 Stage 4: Evaluation	49
3.4.5 Stage 5: Feedback	50
3.5 Schedule of Activities	52
3.6 Financial Analysis	53
3.7 Analysis and Discussion	54
3.7.1 Post-Test Results	54
3.8 Limitations	55
Conclusions	56
Recommendations	57
References	58

INDEX OF TABLES

Table 1	Sensory phrases.....	15
Table 2	Operationalization Matrix of the Dependent Variable.....	23
Table 3	Operationalization Matrix of the Dependent Variable.....	24
Table 4	<i>Do you know what Neurolinguistic Programming is?</i>	26
Table 5	<i>Do you know Neurolinguistic Programming Techniques?.....</i>	26
Table 6	<i>Do you know what Rapport is?.....</i>	27
Table 7	<i>Do you know what an Anchor is?.....</i>	28
Table 8	<i>Do you understand the concept of learning motivation?.....</i>	28
Table 9	<i>How effective do you find body language in enhancing the learning experience in classes?..</i>	29
Table 10	<i>Have you implemented the use of Place and Situation in your teaching practices?.....</i>	29
Table 11	<i>Have you taken advantage of peer influence to motivate your students in the classroom?.....</i>	30
Table 12	<i>Have you employed sensory phrases to enhance learning in your classes?.....</i>	31
Table 13	<i>Have you successfully increased student motivation in your classes using NLP techniques?..</i>	31
Table 14	Pres-test Section 1.....	32

Table 15	
Pres-test Section 2.....	32
Table 16	
Workshop Stages.....	37
Table 17	
Workshops' Schedule.....	39
Table 18	
Schedule of Activities	52
Table 19	
Budget.....	53
Table 20	
Post test Section 1	54
Table 21	
Post test Section 2	54

INDEX OF FIGURES

Figure 1	
Elements of NLP.....	8
Figure 2	
Motivation: Intrinsic vs Extrinsic.....	19

ANNEXES**Annex 1**

Request for presentation of the topic.....64

Annex 2

Proposal Plan.....65

Annex 3

Instruments Validation.....70

Annex 4

Informed Consent.....76

APPENDIX**Appendix 1**

Institution Request for proposal implementation77

Appendix 2

Institution`s Authority Permission.....78

Appendix 3

Request for Workshop Schedule.....79

Appendix 4

Pre-test and Interview.....80

Appendix 5

Observation Checklist.....83

Appendix 6

Post-test.....86

INTRODUCTION

Education has experienced significant changes over the years; different authors have contributed through different research, technique, and approaches to promote effective English learning. Even though teachers have adopted new teaching methods and trends, the current student generations have also changed their needs and learning skills, which makes us continuously improve strategies in English classes.

However, in our country, constant upgrades have become bureaucratic and overwhelming for teachers and, as a result, a burden or routine for their class management. Because of these factors, disconnection and apathy have emerged in the teacher-student relationship, affecting class management.

Consequently, this research will design a methodological proposal with a system of workshops based on Neurolinguistic Programming strategies to promote students' motivation in the English classroom. With this brief view, the research question is what strategies, based on Neurolinguistic Programming, can be implemented to promote students' motivation in the English classroom?

The COVID-19 pandemic affected the Ecuadorian education system; more importantly, the teacher-student relationship led to a gap that impacted the class environment. In this scenario, it is relevant to remember teachers' influence on students' attitudes toward learning.

For that reason, this research offers teachers strategies that will help them to improve not only their relationship teacher-students but also will achieve effective English learning through anchor and rapport set by Neurolinguistic Programming (NLP), which deals with neurological processes, language and behavioral patterns that offer to teachers a new theoretical and methodological view refreshing their teaching practice.

The methodological proposal to implement neurolinguistic programming (NLP) strategies in the EFL classroom aligns closely with the research line of Pedagogy, Didactics, and Management of Education. NLP can develop and modify behaviors that are profitable in the learning process.

Hence, this plan offers English teachers' workshops with valuable information to improve their teaching practice using NLP techniques, such as anchor and rapport. These techniques enhance certain behaviors that help develop empathy between learners and teachers, evolving effective communication between them and promoting a supportive educational experience that addresses their

students' emotional and learning needs.

The object of this research is Neurolinguistic Programming strategies to promote students' motivation in the English classroom.

The main objective of this study is to design a methodological proposal for a system of workshops based on Neurolinguistic Programming strategies to promote students' motivation in the English classroom.

The specific objectives to develop are:

- Explain the importance of Neurolinguistic Programming to promote students' motivation in English Foreign Language (EFL).
- Diagnose the effectiveness of NLP strategies in improving student motivation in EFL classrooms.
- Design the two components that will integrate the system of workshops to promote students' motivation in the English classroom.

The independent variable, Neurolinguistic Programming (NLP), shapes two strategies tailored for EFL classrooms by leveraging insights into neurological processes, language, and behavior. Anchoring and rapport building techniques are employed to establish positive associations and trust, enhancing student motivation optimizing students' cognitive processes and offering a potent framework for educators to cultivate student engagement and enthusiasm in English language learning.

Understanding the EFL student's motivation as the dependent variable illuminates the intricate interplay between NLP strategies and effective teaching practices. By recognizing how these strategies serve as facilitators for student engagement and language acquisition, educators can tailor their approach to cultivate a dynamic learning environment. Moreover, this insight underscores the crucial role of motivation in driving language learning outcomes, empowering teachers to leverage NLP techniques to inspire and empower their students on their language learning journey.

This proposal aims to adopt a deductive-inductive approach that investigates English teachers' challenges with post-pandemic students, combining quantitative and qualitative methods. To get comprehensive data about it, this research will start with a diagnosis through a quantitative method by using pre and post test to gather data. On the other hand, a face to face interview will be applied among

teachers to gather quantitative insights into their challenges and perceptions regarding student motivation and the effectiveness of NLP strategies. The quantitative aspect will provide statistical insights, while the qualitative component will offer a deeper understanding and context. By employing this mixed-methods approach, the study looks to determine specific difficulties teachers may have in their learning environment.

This proposal will benefit teachers, students, and the educational institution, the teachers being the ones who get most of the proposal as they can enhance their classroom management skills by incorporating the information set in the workshop. Then, we have students that will be positively affected by NLP strategies because they will improve their comprehension and academic performance. Finally, because of the improvement of the EFL learning environment, the educational institution will boost its academic results and get institutional recognition.

To set a context for this study, it is essential to know some facts that concern this proposal. According to the EF English Proficiency Index (2022), Ecuador has been classified as one of the countries with the lowest level of English, ranking 82 of the 100 countries evaluated. Among the recommendations, it mentions that teaching lies in communication methodology. On the other hand, the Ministry of Education in Ecuador (MINEDUC) points out that the country registered 3,944,525 students enrolled, of whom 2.90% left their studies. Moreover, the *Instituto Ecuatoriano de Censos* (INEC) states in the database from July 2022 that 195,188 children and adolescents between the ages of five and seventeen dropped out of their schools, 23% of them said that they did not want to study, and 0.7% did so due to failure school (Ortiz, 2023).

Therefore, the research proposal will be conducted in a high school located in Valle de Los Chillos, Quito. Las Américas del Valle high school, which belongs to District D08 and coded as AMIE 17h01719, is located along the Autopista General Rumiñahui, precisely at kilometer 11 on the route to Los Chillos, within the area known as Casa la Armenia. This educational institution offers a structured English language program, comprising 10 hours per week, distributed as two hours per day. It employs a staff of four English teachers and has a total of 76 high school students. Considering these facts, English teaching needs a practical contribution to achieve the teacher's desired reach.

Neuro-linguistic programming offers practical contributions through this proposal bringing a

new vision of strategies that influence and change positively thoughts and habits of a person to achieve success through perception, behavior, and communication techniques (Delgado, 2021). Within the education field, it improves learning environments and promotes efficient communication during the learning process providing support for English language learners.

This proposal will contribute to analyzing anchoring and rapport to promote student motivation. These NLP techniques can be applied to teaching language to stimulate continuous learning while increasing learners' self-confidence, offering teachers new methods to close the gaps between apathy and engagement.

Incorporating these NLP approaches in EFL classroom management is most important from various perspectives. Professionally, it addresses the need for continuous teacher development, enhancing instructional practices, and career growth. Methodologically, it offers innovative approaches to language instruction, tailoring teaching to individual learning styles and fostering effective communication. Socially, it meets the need for inclusive and practical education, creating a positive learning environment aligned to provide high-quality education to meet the demands of students in a changing world.

This study comprises three chapters briefly summarized: Chapter I lays the foundation by highlighting the significance of Neurolinguistics within the realm of language education. It explores how anchoring and rapport, key concepts in Neurolinguistics, can profoundly influence the dynamics of teacher-student interactions in EFL classrooms. By fostering strong connections and rapport, teachers can create a conducive environment that enhances student motivation and engagement. Through an examination of theoretical frameworks and practical applications, this chapter sheds light on the mechanisms through which anchoring and rapport contribute to a positive learning atmosphere, ultimately paving the way for effective language acquisition and student success.

Chapter II conducts a thorough analysis of the collected data from surveys and interviews, providing a detailed examination of the effectiveness of anchoring and rapport strategies in bolstering student motivation within EFL classrooms. Through careful scrutiny and interpretation of both quantitative survey findings and qualitative interview responses, this chapter aims to uncover underlying patterns and insights regarding the impact of these strategies on student motivation levels. By integrating data from diverse sources, the analysis offers a comprehensive understanding of the

intricate dynamics between teachers and students, illuminating key factors influencing student engagement. Furthermore, this chapter explores potential variables affecting the success of these strategies, facilitating the development of targeted recommendations to optimize teaching methodologies and cultivate an environment conducive to student motivation and achievement.

Finally, Chapter III outlines the design and implementation of two key components centered around anchoring and rapport, aimed at integrating a system of workshops to enhance student motivation within the English classroom. Drawing upon insights gleaned from previous chapters and informed by both theory and empirical evidence, this section delineates the structure, content, and objectives of the proposed workshops. Through a combination of theoretical frameworks and practical techniques, these workshops are crafted to cultivate strong teacher-student connections, foster a positive learning environment, and stimulate intrinsic motivation among students. By detailing the methodologies, activities, and materials to be employed, this chapter offers a roadmap for educators to effectively implement these strategies in their teaching practice. Moreover, it explores the potential benefits and anticipated outcomes of the workshop series, underscoring their significance in promoting student engagement and academic success in English language learning.

Chapter I - Literature Review

1.1 Theoretical Background

Neuro-linguistic programming was developed by psychologists Richard Bandler and John Grinder in California, United States, in the '70s; they studied how the interaction of our brain, language and body produces patterns of behavior to achieve favorable outcomes (Lashkarian and Sayadian, 2015).

The researchers stated the interaction of our brain and how the neurological processing of information through the five senses influences our behavior. Additionally, they emphasized that the 'linguistic' component is crucial in organizing thoughts and facilitating communication. Finally, they highlighted that 'programming' acknowledges how these concepts and behaviors can be directed and modified to achieve positive results in behavior (Karunaratne, 2010)

Due to these facts, Neurolinguistic Programming (NLP) has begun to influence education; it is important to mention that NLP is set as a pseudoscientific approach to communication, personal development, and psychotherapy (Bandler and Grinder, 1975).

In the educational field, it looks like a set of strategies whose approach provides a constructive and pragmatic perspective on learning, as a means of consciously increasing its effectiveness, regardless of age. Hence, will analyze the learning theories associated with this emerging model (Craft, 2001). According to Craft (1996a: 162), there are three main approaches in the dominant learning theories that influence educational programs and strategies.

1. Learning as growth: This perspective conceives of the advancement of internal mental processes influenced by the environment, which triggers and shapes the development of cognitive structures like Bandura's theories. That is, the development of learning is influenced by its environment, shaping how we think and understand the world (Tadayon and Sadegh, 2011)

2. Learning by association: According to Pozo (2008), learning by association "It is based on detecting patterns in the environment, learning connections between events and the results of our actions". Skinner expands this notion by including the use of positive and negative reinforcement to strengthen these associations.

3. Learning as development and construction: From this perspective, learning is intrinsically linked developing mental structures that allow children to organize, classify, and conceptualize their environment (Craft, 2001). In other words, learning exists by providing challenging problems that

children can "figure out" for themselves. Jean Piaget is an influential advocate of this theory known as cognitive development.

The aim within each of these theories is to show key principles to shape and scaffold the construction of learning and show that neurolinguistic programming is not separated from these principles, as it offers a set of communication techniques whose objective is to model human behavior (Kulińska and Socha, 2022).

The last main hypothesis related to NLP is the affective filter raised by Steven Krashen. This theory establishes that when someone learns a new language a mental barrier is influenced by emotions and attitudes. This barrier can be high or low. When learners are anxious, bored, or stressed, their barrier is high, making learning difficult. On the other hand, a low barrier, which comes from being relaxed and motivated, makes language learning easier. In other words, when the filter is low, learners acquire the language easily; when it is high, learning becomes difficult (Lightbown and Spada, 2006).

1.2 Neurolinguistic Programming (NLP)

To further explore the relationship between NLP and its effectiveness in education, we will delve into some fundamental concepts of this approach and its key principles.

Neuro-Linguistic Programming (NLP) originated in California in the early 1970s when Richard Bandler, a student interested in many subjects, and John Grinder, a language professor, created it to help people with personal problems and fears (Adlam, 2015). They mixed what worked best and learned from their mistakes, forming the basis of NLP. It gained connotation in education due to its core principle of offering a way to model human behavior, as mentioned by (Kulińska and Socha, 2022).

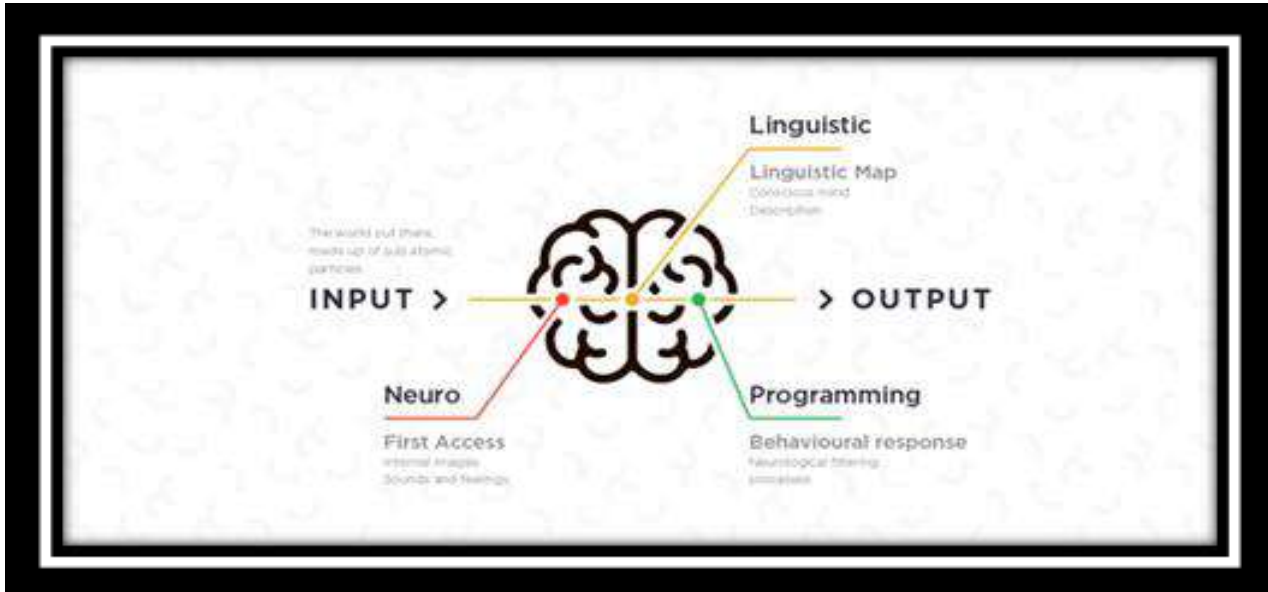
NLP methods focus on the anatomy of the brain and how it can stimulate creativity and language skills (Sunitha et al., 2021). They help to focus communication skills in an appropriate way by reprogramming the brain, attitudes, and behaviors to optimize the abilities, qualities, and learning processes. Neurolinguistic Programming (NLP), as a psychological approach, explores the connections between language, thought patterns, and behavior for personal development and communication improvement (Shlomo, 2008).

Neuro-linguistic Programming has three key elements that interact continually with each other. To put it plainly, the nervous system (Neuro) is greatly impacted by talking (Linguistic). This dynamic

interplay between neurology and language forms behavior patterns (Programming).

Graph 1.

Elements of NLP



Note: NLP Academy. (1999-2023). Elements of NLP [Image]. © Copyright 1999-2023 by NLP Academy. <https://www.nlpacademy.co.uk/>

The term "*Neuro*" originates from the Greek "neuron" and encompasses the neurological processes of the five senses: sight, hearing, touch, taste, and smell, which receive stimuli from the surroundings. This process is unique to each individual and is influenced by the initial mental map known as "First Access." (Kulińska and Socha, 2022).

The "*Linguistic*" component, derived from the Latin language, focuses on our language usage in internal and external dialogues with others. Words have the influential capacity to shape and impact our daily reality, forming what we call the "Linguistic Map" (Kulińska and Socha, 2022).

"*Programming*" in NLP belongs to how we control our thoughts and behavior. NLP explores how we filter stimuli using our five senses and consciously or unconsciously employ them to achieve desired outcomes (Alder, 1997). Alder also suggests that human behavior is modifiable and shaped by developed thought processes and action patterns. Additionally, Kulińska and Socha (2022) note

that recognizing these patterns aids in understanding others and allows intentional modification of perceptions and perspectives on the world. Behavioral responses result from neurological filtering and the subsequent linguistic map.

A key element in which NLP works is that everyone develops the ability to identify their mental map and reshape it to achieve a positive impact and influence their reality. A mental map essentially represents the perception of the world for each person, influenced by their beliefs, experiences, manners, and more, shaping how they behave in certain ways (Sunitha et al., 2021).

As mentioned, the goal of NLP is to model human behavior, identifying areas with potential for growth and elements needing adjustment. To achieve this, it is crucial to delve into a person's mental map, as it forms the base upon which we can analyze and apply the techniques of neurolinguistic programming. Thus, there will be a brief examination of the verbal and nonverbal language and the types of learning.

Language functions as a system for expressing our intricate and diverse range of human experiences, which are incredibly abundant and elaborate (Bandler and Grinder, 1975). Verbal language is the way we use words to communicate and share messages. It involves expressing thoughts and ideas through speech and writing to communicate a message. On the other hand, nonverbal language is a way to unconsciously communicate our feelings, thoughts, and sensations without using words. This form of communication is unique to each person and involves facial expressions, gestures, body postures, and the tone and volume of our voice, providing context and support to give or receive the message (Romero, 2016).

Learning styles refer to the diverse ways in which individuals absorb, process, and retain information. These styles can vary from person to person, encompassing visual learners who have a better learning process through visual aids and demonstrations, aural or auditory learners who get concepts best through listening and discussion, and kinesthetic learners who improve on hands-on experiences and physical engagement (Lightbown and Spada, 2006).

1.3 Neurolinguistic Programming Techniques

NLP techniques that encompass the implementation of various beneficial strategies are Calibrating, Flexibility, Outcome, Sensory Acuity, Modelling, Reframing, Anchoring, and Rapport.

Calibrating involves carefully observing the interlocutor, paying attention to details such as their

physical characteristics and movements, understanding thoughts and the topic of conversation (Shlomo, 2008). Flexibility comprises the ability to adapt and change certain behaviors or thoughts for a particular situation or strategy (Kulinska and Socha, 2022).

Outcome refers to the concept of clearly understanding of exactly what to achieve (Kulinska and Socha, 2022). Sensory acuity refers to the ability to perceive or experience through the five senses (Kulinska and Socha, 2022). Modeling is a fundamental process that involves systematically observing and learning the thought, behavior, and communication patterns of successful individuals or experts in a specific area (Romero, 2016). Reframing focuses on analyzing past situations to obtain a different perspective and change the meaning of a specific event (Shlomo, 2008).

1.4 Anchor

Anchoring is one of the NLP techniques that associates what to see, hear, and feel with personal emotional states. A person's behavior is significantly influenced by their emotions, which can be external or internal by visual, auditory, or kinesthetic stimuli. This influence means it is a strategy that provokes an internal reaction by activating mental or environmental cues. It superficially resembles the "conditioning" method employed by the behaviorist Pavlov. Unlike the behavioral formula, where the stimulus is always an environmental signal, and the response is a specific behavioral action, NLP demonstrates reflective associative conditioning, creating a highly useful tool to facilitate and reactivate mental processes related to creativity, learning, concentration, and other essential resources. In simpler terms, anchoring means connecting people's feelings to something perceived or experienced so they can easily recall those feelings in the future, often without noticing.

For teaching and learning, anchoring is an effective strategy to consolidate and transfer learning experiences. A vital tool within this strategy is transparency, which is the ability to communicate clearly and effectively to connect with others and avoid negative or misunderstanding messages. An effective teacher must distinguish when and what message is convenient or not because the purpose of anchoring goes beyond giving information; the teacher must generate stimuli that relate to the students' previous experiences. Teachers and students can facilitate learning and increase knowledge transfer by developing the ability to use anchors. Signals in anchors can be verbal, non-verbal, or symbolic; even a person themselves can act as an anchor. These stimuli and symbols can be used to establish anchors. A crucial skill in effective teaching and learning is called the "imprint." It refers to

the ability to teach or learn effectively by relating information to moments of positive or powerful internal states (Mukherjee, 2012).

Pavlov (1927) identified two ways of creating associations: one through the constant repetition of a stimulus and a response, and the other by connecting an intense internal state with a specific stimulus. In the context of anchoring, two crucial elements include the constant reinforcement of the anchor to maintain its effectiveness over time, and the second aspect relates to the depth and intensity of the experience that the teacher is trying to associate with the anchor, which is crucial in self-directed learning to reinforce information retention (Domjan, 2014).

1.4.1 The Anchoring-Elaboration Cycle

It asserts that anchors, whether they are concepts or reference experiences, become stronger as more details and associations are connected to them. For example, music can deeply affect people based on the memories associated with when they first heard a specific song. Natural anchors are connected to environmental cues. People's natural tendencies towards certain anchors are strongly influenced by their words, sensory preferences, and learning intelligences. Smells are potent anchors due to their link to specific brain areas. Covert anchors, operating outside of conscious awareness, avoid conscious interference and have a strong influence (Mukherjee, 2012).

The "Well-Formedness Conditions" for anchoring are rules for making something stick in mind well:

1. Intensity and "Purity" of the Feeling. When something is remembered very strongly and clearly, it is easier to connect it to other things. This means that the feeling or memory to remember should not be mixed up with other stuff. It is important to have a strong and clear emotional or mental state when anchoring provides clarity in making the anchor more effective for recall and association, enhancing the connection with the intended state or memory (Mukherjee, 2012).

2. Uniqueness. Something special is more effective when used as unique to remind or connect to a feeling or memory. Common stimuli are less effective because they can trigger multiple associations. Uniqueness ensures a stronger and more precise connection to the desired emotional or mental state, facilitating accurate and targeted recall (Mukherjee, 2012).

3. Timing Matters. When remembering something, it helps doing it at the right time. For example, trying to remember something while it is happening or just after it happened. That works better than

trying to remember it after a long time. The key idea is to apply it when the targeted emotional or mental state is at its peak, making the connection between the anchor and the state more intense and effective. This timing ensures that the anchor is associated with the most vivid and powerful representation of the desired state (Mukherjee, 2012).

4. The Place and Situation Matter. Sometimes, the place or situation can help remember better. For example, if a person always feels happy in a certain place, being there can make them feel happy again (Mukherjee, 2012).

1.4.2 Extinguishing an Anchor. A strong anchor has a powerful reaction, a well-timed link fits well with a situation that can last for an extended period. Pavlov (1927), observed that some of the learned behaviors in his dogs only went away when the dogs passed away (Domjan, 2014).

However, NLP provides some ways to change or extinguish the anchor; this can be in the case of negative anchors such as phobias as well as positive anchors.

One of the usual techniques involves something called "systematic desensitization." This approach introduces gradually the anchor in small amounts when the person is in a calm or disconnected state. Another strategy is to "collapse" the mental link with another link or experience by activating both at the same time. However, it is crucial to ensure that the emotional intensity and strength of the second link match or exceed trying to change. Finally, anchors may also be "reframed," which means people can also change the way anchors affect them by putting them in different situations that alter how they understand or feel about them (Mukherjee, 2012).

1.5 Rapport

Rapport into NLP helps to understand how to build good relationships from an individual and with others. Success usually does not happen in isolation. People need the help and support of others to achieve their goals and success. If people can communicate well and make others trust and respect them, it greatly increases their chances of success. Effective communication is when the other person believes in themselves, thinks they understand them and wants to talk to them (Pakzat, 2021).

On the other hand, healthy teacher-student relationships play a crucial role in promoting various positive student outcomes, such as engagement, academic progress, well-being, motivation, success, and optimism, among other factors (Wendt and Courduff, 2018).

In that context, the term "rapport" generally refers to a positive and trustful relationship between

individuals, often characterized by mutually empathic attention. In the context of Neuro-Linguistic Programming (NLP), the concept of rapport extends to various types of positive relationships, whether they are between two individuals, among multiple individuals or groups, or even within an individual themselves. To provide a concise definition, Dilts (1990) offers the following definition of rapport: "The establishment of trust, harmony, and cooperation in a relationship" (Dilts, 1990, p. 219).

Rapport represents the sense of closeness or distance between teachers and students, both in terms of their relationship and cognitive interaction. According to Bardorfer (2013), students' perception of rapport with their teachers can be broken down into three interconnected components: mutual attention, which emphasizes the engagement and interaction between teachers and students. It includes teachers sharing their professional experiences, being open to student opinions and questions, and offering opportunities where students feel comfortable seeking help and continuing their collaboration with the teacher. It reflects a commitment to ensuring students grasp the subject matter. Positivity, which is the component, focused on creating a positive atmosphere in the teacher-student relationship. It involves teacher friendliness, a relaxed classroom environment, students feeling cared for and supported by the teacher, and a sense of mutual respect and understanding. It also encompasses the notion of a balanced, personal, yet professional connection. Finally, the coordination component relates to how well the teaching and learning processes are synchronized. It involves teacher patience, allowing students adequate time to participate, and adapting teaching methods to accommodate students' prior knowledge and understanding. It also includes students' awareness and acceptance of course objectives (Bardorfer and Dolec, 2022).

These three components collectively contribute to the overall rapport experience between students and teachers, which influences engagement, learning, and well-being (Bardorfer, 2013).

According to Ruzmetova (2021), teachers can use various methods to build a strong connection with students. Some techniques are for the course's start, while others work daily. The student-teacher relationship involves students accepting the teacher's goals, their ability to work towards those goals, the teacher genuinely caring for students and supporting their learning, and emotional connection leading to active student participation in education.

NLP provides clear guidelines for building rapport, and a key part is matching the way to talk and act with the other person. It works on the idea that when people understand each other well, they

naturally adjust their behavior. The core of this technique is building trust through the way to communicate with others and develop the ability to speak other's language.

1.5.1 Connection activities

1. **Body Language.** The quickest strategy to build trust is through body language; the body position adopted with others, well managed, could be a powerful tool. It means, copying in a discreet way the movements of the people with whom interact to. Matching and mirroring are two strategies that belong to rapport and improve communication with others. These techniques help to create a connection and build trust.

2. **Tone and Tempo.** This technique is employed during speech when it adopts a similar tone, tempo, and pitch as the person who is interacting with, helping build rapport. Tone relates to the emotional quality or inflection in the voice at the moment of speak. It encompasses how to convey feelings, attitudes, and the underlying emotional state during a conversation. NLP practitioners pay attention to the tone of their speech and the tone of the person they are communicating with to build better rapport. Tempo is related to the speed or pace of speech. The tempo of communication can impact the perceived urgency, enthusiasm, and the level of engagement in the conversation. It can also influence how well to connect with the other person (Isacke, 2013).

3. **Matching.** It involves consciously adopting a similar behavior, style, or characteristics of the person interacting with. This can include matching their body language, tone of voice, speaking pace, and even their choice of words. The goal is to make the other person feel more comfortable and aligned with, which can lead to better communication and rapport (Isacke, 2013).

1.5.2 Matching words

It refers to adapting language and communication styles to align with a person with whom to engage. This technique involves language patterns, sentence structures, vocabulary, and emotional or sensory words. By using similar terminology and expressions, the aim is to create a sense of familiarity and understanding, ultimately fostering effective communication. This technique creates a comfortable and empathetic atmosphere in conversations, enhancing the connection and building trust through language alignment. It helps people feel heard, understood, and builds a foundation for more effective and meaningful communication (Isacke, 2013).

According to Isacke (2013), visual people tend to talk quickly, and so do kinesthetic ones.

However, when both kinds are together, is needed to slow down with speech to build rapport. On the other hand, auditory learners tend to follow sing-song voices, but in this case, it must be done without a disrespectful tone to avoid breaking up rapport. Isacke (2013) provides a chart with words and phrases according to learning styles to strengthen rapport with students:

Table 1.

Sensory phrases

PHRASES		
VISUAL	AUDITORY	KINAESTHETIC
I see what you mean	He is on the same wavelength	Get a grip
Look closely at this idea	It was humming with activity	I feel it in my bones
I have a hazy notion	That rings a bell	I'm under a lot of pressure
It's clear to me	You're not listening	You could feel the tension
Show me what you mean	I hear what you're saying	She's a cold woman
He's a shining example	We're in tune with each other	Let's keep in touch
WORDS		
VISUAL	AUDITORY	KINAESTHETIC
Appears	alarmed	catch
Bright	describe	concrete
Clarify	harmonise	feel
Clear	hear	firm
Eyeful	listen	grasp
Focused	melody	handle
Glimpse	note	hard
Hazy	quiet	heated
Imagine	silence	scrape
Look	sound	sharp
Paint	tell	smooth
See	told	solid
Showed	tuned	tap
Visible	wavelength	touching

Note: Taken from Isacke H. (2013) Soft skills for strong leaders, ten steps to management success.

Legend Press

1.6 Pedagogical Benefits of Neurolinguistic Programming in Education

Neurolinguistic Programming (NLP) offers valuable pedagogical benefits in education. It makes it easier to understand students' different learning styles, allowing educators to adapt their teaching

methods more effectively. NLP improves communication between teachers and students, leading to clearer and more empathetic interaction in the classroom. Helping students develop emotional self-management skills, which promotes a more positive learning environment. Additionally, NLP can increase motivation and self-confidence, resulting in better academic performance and greater commitment to the learning process.

According to Drigas and Mitsea (2020), NLP demonstrates significant potential to develop metacognitive skills in these pillars, contributing to personal growth, cognitive improvement, and emotional well-being. Metacognition involves self-regulation, self-observation, self-awareness, and self-control skills.

1.6.1 Metacognitive insight

It empowers individuals to reflect on their thought processes, enabling them to identify and adapt effective learning strategies. It deepens the understanding of human cognition, fosters the desire to learn, and improves various cognitive functions, including memory, problem-solving, and stress management.

1.6.2 Metacognitive awareness

Transforms limitations into opportunities, encourages realistic self-perception, and helps people overcome personal barriers. By fostering it, individuals gain the ability to recognize and navigate their cognitive biases, promoting a more precise knowledge of their strengths and weaknesses. This transformative process not only facilitates adaptive learning but also cultivates a mindset that embraces challenges as avenues for growth.

1.6.3 Self-observation and regulation

It enhances the ability to observe oneself from different perspectives, improving self-knowledge and self-reflection to reduce negative emotions, discomfort and unhelpful thoughts. This leads better self-control, and emotional well-being.

1.6.4 Adaption, recognition, and discrimination

These form a holistic framework for personal growth and well-being. Through the lens of adaptation, individuals promote positive changes in beliefs and behaviors, strengthen interpersonal skills, and encourage resilience and optimism. Simultaneously, recognition helps individuals to discern their mental states, internal conflicts people recognize mental states, internal conflicts, and

dysfunctional thought patterns, allowing for better decision-making and problem-solving. Complementing these aspects, discrimination acts as a guiding force, helping individuals filter reality by directing attention toward their personal strengths and values while establishing a foundation for mindful and purposeful living.

1.7 Motivation in English Foreign Language (EFL)

Motivation has different perspectives and theories. According to Skinner (1965) motivation is a result of reinforcement and rewards. He argued that rewards and positive reinforcement motivate students to learn. Bandura (1997) states that motivation is influenced by self-efficacy, which is an individual's belief in their ability to succeed in a particular task. Bandura said that students are more motivated when they believe they can achieve their academic goals and teachers can enhance motivation by helping students build their self-efficacy. Finally, Vygotsky (1978) emphasizes the role of social interaction and cultural context in motivation and learning; engaging in collaborative learning experiences motivates students as well as the getting support from more knowledgeable peers or adults.

Learner motivation is intricately tied to a student's approach to studying. According to Lumsden (1994), learner motivation can be defined as a student's eagerness to actively engage in the language learning process. This motivation can manifest through observable actions, but it also encompasses a more abstract aspect that cannot be directly observed or sensed.

In the context of acquiring a second language (L2), Gardner (1985) states that motivation refers to the combination of a student's effort, their aspiration to achieve language learning objectives, and their favorable attitudes toward the language learning journey.

Researchers have different opinions when it comes to identifying the kinds of motivation. Even if students seem equally motivated, the reasons driving their motivation can vary, and as a result, their success in learning can differ too. Many social researchers distinguish between two main types of motivation: intrinsic motivation and extrinsic motivation (Tuan, 2012).

1.7.1 Extrinsic motivation

According to Harmer (1991), Extrinsic motivation occurs when external factors push a person to act, driven by outside influences to achieve a specific goal. This can include learning a second language for practical reasons like passing an exam, securing a better job, or gaining admission to a

university. In the context of second language learning, extrinsic motivation is significant because individuals are motivated by external pressures or rewards from their social environment.

Harmer (1991) states that factors which influence motivation are outside the classroom, including parental expectations, peer influence, past learning experiences, and the knowledge gained from previous learning.

1. **Parental Expectations.** Parents have a relevant responsibility in shaping their children's motivation and academic achievements. When parents have high expectations for their children's school performance and language learning, it tends to motivate the children. Parents' attitudes can also impact their children's attitudes toward language learning. Positive parental support can encourage students to have a positive attitude, while negative parental views may lead to negative motivation.

2. **Peer Influence.** Peer support and shared enthusiasm can drive motivation. If a student's friends show an interest in learning a language, it can positively influence the student's motivation to learn as well.

3. **Past Learning Experiences.** Student's previous learning experiences from students can shape their current motivation. If they have succeeded before, they may feel more motivated to succeed again. On the contrary, if they have faced difficulties or failures in the past, they might expect similar challenges and may have lower motivation.

4. **Knowledge from Past Learning.** The prior knowledge gained from past learning experiences serves as a foundation for current and future learning. Students with a strong background in previous learning tend to perform better in their current studies.

1.7.2 Intrinsic Motivation

According to Harmer (2002), intrinsic motivation, which comes from within the individual, is highly significant in promoting students' success in second language (L2) learning. Intrinsic motivation is characterized by students' genuine interest in the language learning process itself rather than being driven solely by external rewards. It occurs when students are drawn to learning the language because they find the activity inherently interesting and fulfilling. Furthermore, intrinsic motivation is present when students are motivated by the pleasure and satisfaction of exploring their curiosity through language learning (Vallerand, 1997).

Harmer (1991) also states that the factors that influence students' intrinsic motivation, include

physical conditions, teachers, and their teaching methods:

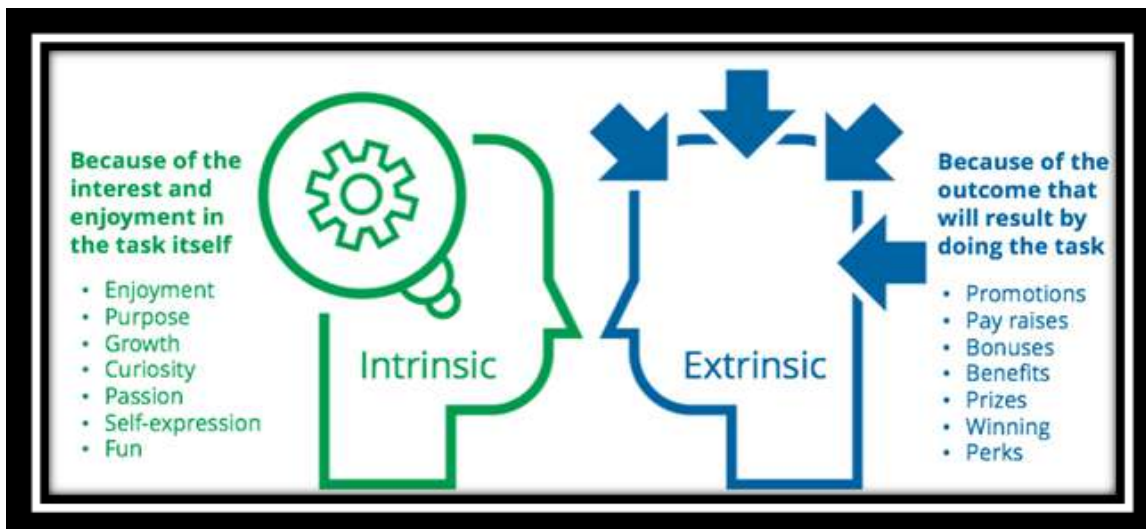
1. Physical Conditions. Lighting, classroom layout, teaching materials and other related things affect the learning experience. School positive environment perception such as a caring and supportive atmosphere, improve the motivation of students to participate actively in the learning process.

2. Teacher Influence. Teacher's roles, attitudes, and feedback are essential in shaping students' interest and desire to learn. Teachers who provide constructive feedback and are aware of their students' progress can positively influence motivation. Good teaching methods and engaging educators are particularly attractive to students and contribute to their motivation.

3. Teaching Methods. Effective teaching methods such as different instructional activities, tasks, and materials help prevent boredom and keep students engaged. Routine-based lessons can lead to reduced attention and motivation. Teachers who use cooperative learning strategies, where students work together to achieve a common goal, boost motivation by increasing students' self-confidence and sense of responsibility.

Graph 2.

Motivation: Intrinsic vs Extrinsic.



Note: Jurgita J. (2019) Motivation: Intrinsic vs Extrinsic. Newman Tuition www.newmantuition.co.uk

1.8 Approach

1.8.1 Teacher-Centered Approach

In a teacher-centered learning approach, teachers primarily serve as information providers and

evaluators, focusing on monitoring students to ensure they provide correct answers. Students are seen as passive recipients of information, with teachers controlling most aspects of the learning experience. This approach is advantageous in large classes, requires less time for class activities, allows for well-prepared learning materials, and may help teachers feel more comfortable.

In a teacher-centered classroom, the teacher dominates the conversation, while students listen and rarely participate actively. Students often work individually, with limited opportunities for collaboration with their peers. This can hinder the development of communication and collaborative skills among students. Moreover, constant teacher-centered instruction can lead to monotony and boredom in the classroom, potentially reducing students' engagement over time. Importantly, this approach can discourage students from expressing themselves, asking questions, and engaging in self-directed learning (Emaliana, 2017).

1.8.2 Student-Centered Approach

It is an innovative approach to education that places students at the forefront of the learning process, emphasizing their active involvement and the quality of their learning outcomes. This approach is essential in teaching and learning English, where it integrates perfectly with flexible learning, experiential learning, and self-directed learning.

In a student-centered classroom, teachers have a different role compared to traditional instructors. They focus on what the whole class and each student needs, and they always encourage students to actively take part. The main idea in this approach is that students do not just sit and listen passively. Instead, they are actively involved in their learning. Teachers are more like guides and helpers, not just someone who talks at the front of the class.

Another important aspect is that students often work together. Sometimes they do things on their own, sometimes in pairs, and sometimes in small groups, depending on what they are learning. When students work together in pairs or groups, they can compare their answers, have discussions, give feedback on each other's work, and help each other get better. This teamwork helps everyone talk more, share ideas, and learn from their classmates.

Also, in student-centered English classes, there is a big focus on using the language a lot. Students practice by having discussions, pretending to be different people in role-plays, and by talking about their thoughts and experiences in English. This helps them become better at speaking and feeling more

confident using the language (Emaliana, 2017).

The theoretical foundation of Neuro-Linguistic Programming (NLP) emphasizes its focus on understanding human behavior through the interaction of the brain, language, and behavior patterns. Despite being considered pseudoscientific by some; NLP offers pragmatic learning strategies that align with key educational theories. Learning as growth emphasizes environmental influence on cognitive development, learning by association underscores the importance of linking environmental patterns to actions and outcomes, and learning as development and construction highlights the role of mental structures in organizing knowledge. NLP integrates these theories by providing communication techniques to model behavior and address emotional barriers to learning, as proposed by Steven Krashen's affective filter hypothesis. By understanding and adapting to individual learning styles, NLP promotes effective communication and personal development, supporting improved academic performance and well-being in educational contexts. This critical analysis highlights NLP's potential in addressing diverse learning needs and fostering positive teacher-student relationships.

Chapter Two - Methodology

2.1 Research Methods

This research proposal applied a mixed-method approach to obtain deep and wide data that helps to understand and corroborate this proposal, offering a complete perspective (Burke-Johnson, Onwueegbuzie, and Turner, 2007). Under this method, this proposal helped to collect qualitative open data while the quantitative provided closed-ended data (Creswell, 2014).

This data facilitated a more objective assessment of the impact of NLP strategies on academic performance, motivation levels, and the effectiveness of these techniques in the learning process (Bostley, 2019). Qualitative interviews capture teachers' perspectives and challenges.

According to Creswell and Plano-Clark (2007), this mixed method employs a triangulation design to integrate the data for analysis and interpretation. This allows a deeper understanding of how NLP techniques influence teacher practices and student outcomes, contributing to educational advancement.

2.2 Conceptualization and operationalization of the main categories

To carry out this proposal, the identification of the variables was a fundamental part of the research process for the design and data collection.

2.2.1 Independent Variable

Neurolinguistic programming strategies, as the independent variable, explore the connections between language, thought patterns, and behavior for personal development and communication improvement (Shlomo, 2008). One of the main dimensions for this variable is rapport, whose indicators are body language, matching words, tone, and tempo. The second dimension is anchor with intensity- purity of the feeling, using something special to remember, timing, and the place and Situation as indicators.

Table 2.*Operationalization Matrix of the Independent Variable*

OPERATIONALIZATION MATRIX				
INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSION	INDICATORS	SCALES
NEUROLINGUISTIC PROGRAMMING STRATEGIES	Neurolinguistic Programming (NLP) is a psychological approach that explores the connections between language, thought patterns, and behavior for personal development and communication improvement (Shlomo, 2008).	Rapport	Body Language	
			Tone and Tempo	Nothing
			Matching words	A little
		Anchor	Intensity and "Purity" of the Feeling	Some
			Using something special to remember	A lot
			Timing	
			The Place and Situation	

Note: Elaborated by Bethzabé Ortiz

2.2.2 Dependent Variable

Motivation in the English classroom deals with the combination of a student's effort, their aspiration to achieve language learning objectives, and their favorable attitudes toward the language learning journey (Gardner, 1985).

The extrinsic dimension has parental expectations, peer influence, past learning experiences, and knowledge from past learning as indicators. The second dimension is Intrinsic, whose indicators are physical conditions, teacher influence, and teaching methods.

Table 3.*Operationalization Matrix of the Dependent Variable*

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSION	INDICATORS	SCALES
<i>Motivation in the English classroom</i>	Motivation refers to the combination of a student's effort, their aspiration to achieve language learning objectives, and their favorable attitudes toward the language learning journey (Gardner, 1985).	Extrinsic	Parental expectations	Highly
			Peer influence	
		Intrinsic	Past learning experiences	Moderate
			Knowledge from past learning	
			Physical conditions	Low
			Teacher influence	
			Teaching Methods	

Note: Elaborated by Bethzabé Ortiz

2.3 Instruments

To evaluate teachers' knowledge of Neuro-Linguistic Programming and the application of its strategies in the learning process, this research was conducted using pre-test and post-test (See Annex 3) and measured frequency scales. Another technique is a structured interview with English teachers (See Annex 3) to collect their opinion about the motivation of students in class as well as their appreciation related to student's behavior in English class. Finally, an observation checklist (See Annex 3) was applied to collect real-time information of NLP strategies in action within the classroom. These techniques offer a comprehensive understanding of teachers' NLP knowledge and its influence on pedagogical practices.

Qualitative data allows to capture the teacher's perspective on the main challenges in the classroom for creating a connection with students and developing empathy between them. Through interviews, the teacher also provided insights into student behavior before and after the COVID-19 pandemic and how that period affected teacher-student interactions in class, subsequently influencing the English learning process.

In contrast, the quantitative method employed experimental research to measure the relationships between variables, providing data on the frequency of motivation technique applications in the teaching process. Pre-tests and post-tests aided in quantifying changes to measure motivation and learning students' outcomes as well as measure strategy effectiveness.

2.4 Participants

For this research project, the target population consists of 21 teachers from The Americas del Valle High School. However, a sample of three English teachers from this high school was chosen to align with the specific goals of the study. The sampling method employed here is convenience sampling, which is predominantly influenced by the participants' knowledge and expertise in the subject matter.

This method not only facilitates efficient data collection but also ensures that their expertise can provide a more insightful and directed examination of the research objectives, contributing to the quality and relevance of the study's findings.

2.5 Validation

This study prioritizes key ethical principles throughout its design and implementation. Informed consent (See Annex 4) was diligently obtained from teachers and the principal, ensuring they were fully aware of the research's purpose, procedures, and anticipated duration. Anonymity and confidentiality were rigorously maintained to safeguard teachers' privacy and promote candid and trustworthy participation. Rigorous data security measures were implemented, with exclusive access granted to the researcher. The maximum respect was accorded to participants, considering their answers, beliefs, and teaching methods with careful consideration of ethical guidelines. The research emphasizes beneficence by aiming to introduce innovations for the improvement of the learning process and prioritizing participants' well-being. Honest reporting is integral, with a commitment to clarity, reliability, and accuracy in presenting data, accompanied by transparency regarding potential biases. Ethical principles were systematically integrated at every stage of this research, reflecting a dedicated commitment to ethical conduct and participant success.

2.6 Initial Diagnosis

The initial diagnosis involved a face-to-face meeting to assess learning needs and challenges. Data from this phase were analyzed using frequency scales, employing a categorization process to identify behavioral patterns and fundamental NLP principles. Interviews enriched the analysis by exploring

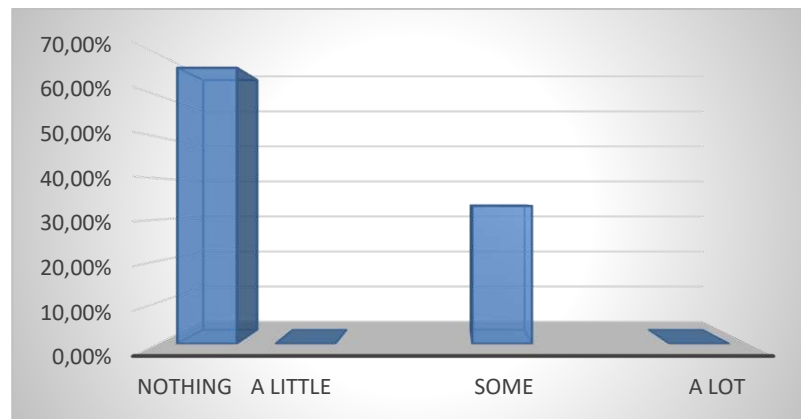
teachers' perceptions of class interactions and motivational techniques in English learning.

Pre-tests provided data to get a comprehensive analysis using frequency scales. Analysis was realized through an Excel sheet to calculate the percentages, offering an understandable data to measure the knowledge of basic concepts of NLP as well as motivation techniques among participants. Generally, the pre-test results demonstrated poor knowledge of these issues detailed in the next data:

2.6.1 Pre-Test

Table 4

Do you know what Neurolinguistic Programming is?

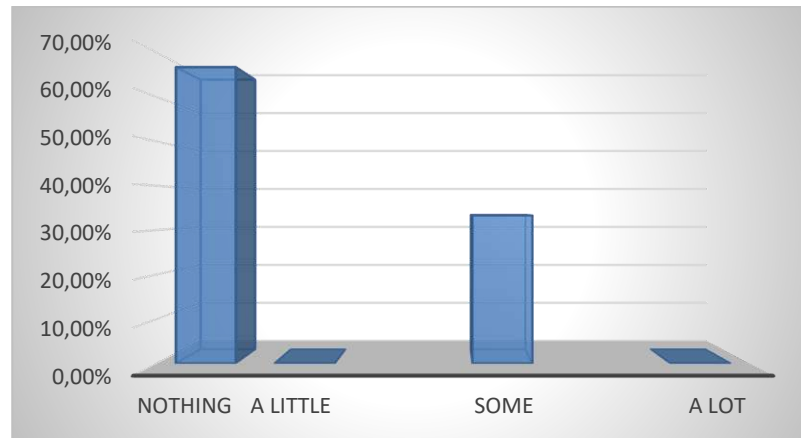


Note: Elaborated by Bethzabé Ortiz

Most of the teachers, comprising 66,7% of the participants, indicated a lack of familiarity with Neurolinguistic Programming. On the contrary, 33,3% of respondents expressed having limited knowledge concerning the basic concepts of NLP.

Table 5

Do you know Neurolinguistic Programming Techniques?

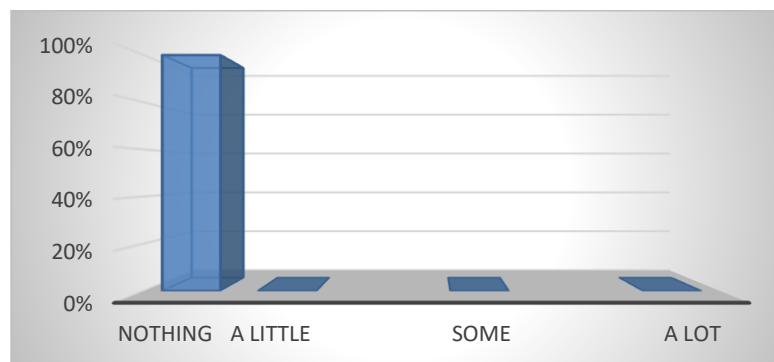


Note: Elaborated by Bethzabe Ortiz

Reflecting the pattern observed in the initial question, a substantial majority of teachers (66.7%) expressed a lack of familiarity with specific Neurolinguistic Programming techniques. In comparison, 33.3% of teachers possess some knowledge of NLP techniques in teaching methodologies.

Table 6

Do you know what Rapport is?

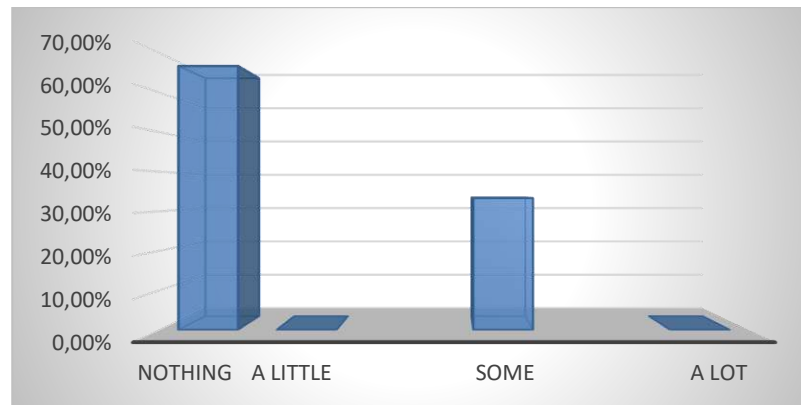


Note: Elaborated by Bethzabé Ortiz

About this question, 100% of teachers do not know about the concept of rapport, which focuses on the foundation of effective communication in NLP. This is an indicator that the possibility and necessity of implementing the study proposal are open.

Table 7

Do you know what an Anchor is?

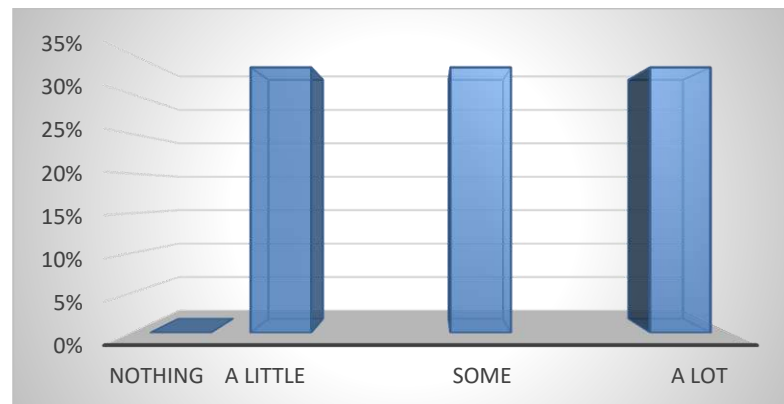


Note: Elaborated by Bethzabé Ortiz

Keeping with the pattern, a significant majority of teachers (66.7%) know nothing about the concept of an anchor, while 33.3% have some understanding of this Neurolinguistic Programming technique.

Table 8

Do you understand the concept of learning motivation?



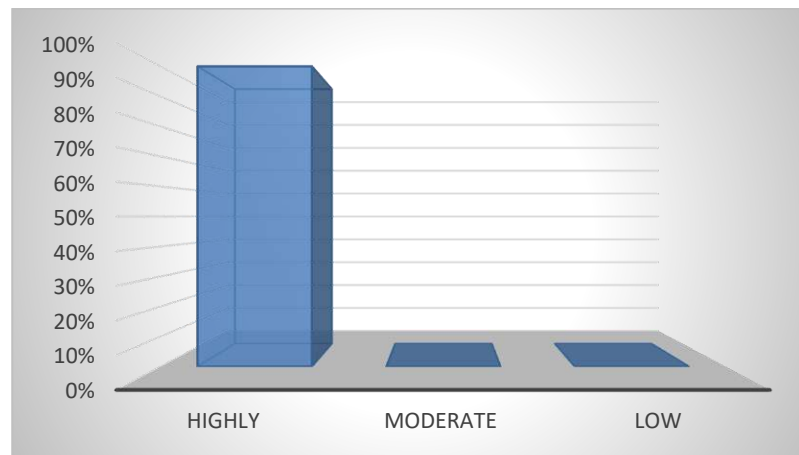
Note: Elaborated by Bethzabé Ortiz

The comprehension of learning motivation among teachers displays variation, with 33.3% understanding the concept, another 33.3% having a moderate understanding, and the remaining 33.3% having a limited knowledge of learning motivation.

Continuing with the analysis, it is essential to divide the following section, mentioning that this second part belongs to practical application, focusing on teachers' knowledge of strategies to motivate students.

Table 9

How effective do you find body language in enhancing the learning experience in classes?

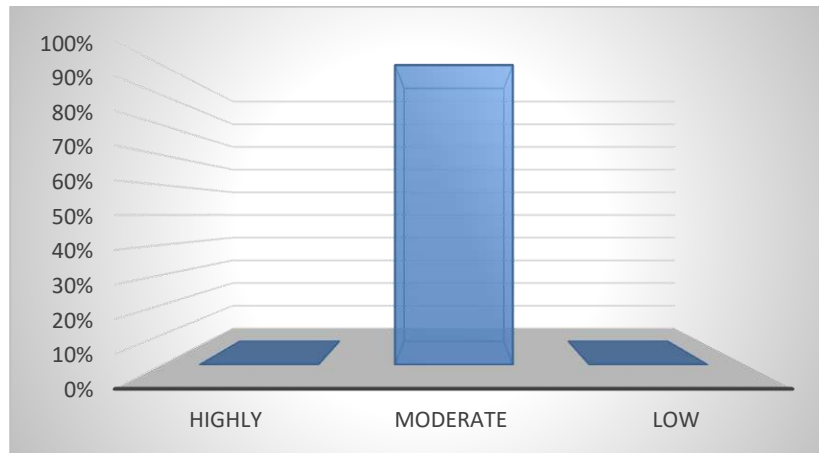


Note: Elaborated by Bethzabé Ortiz

According to this question, 100% of teachers agree that body language is highly effective in classroom dynamics, which shows the significance of nonverbal communication in teaching and learning.

Table 10

Have you implemented the use of Place and Situation in your teaching practices?

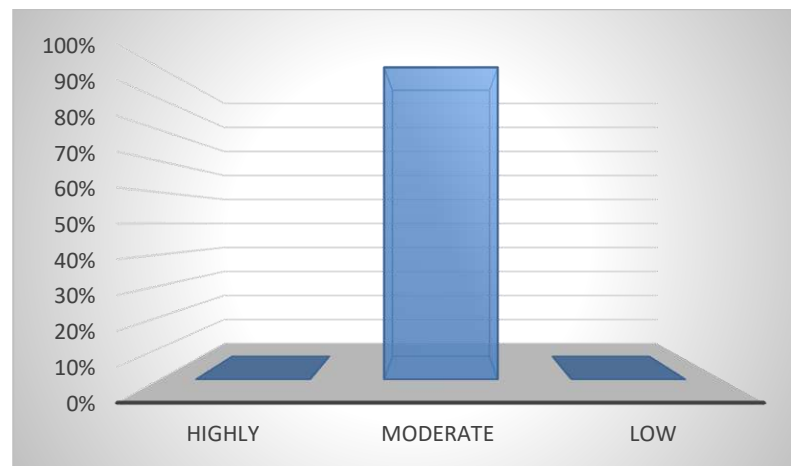


Note: Elaborated by Bethzabé Ortiz

On this seventh question, 100% of surveyed teachers demonstrated a moderate implementation of place and situation in their teaching practices. This aspect indicates a positive trend toward incorporating environmental factors into the teaching process.

Table 11

Have you taken advantage of peer influence to motivate your students in the classroom?

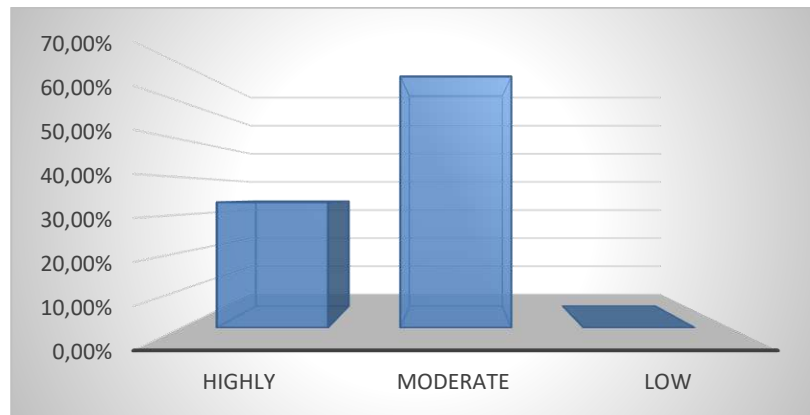


Note: Elaborated by Bethzabé Ortiz

All teachers, totaling 100%, demonstrated a consensus with a moderate level of engagement in leveraging peer influence as a motivator for students.

Table 12

Have you employed sensory phrases to enhance learning in your classes?

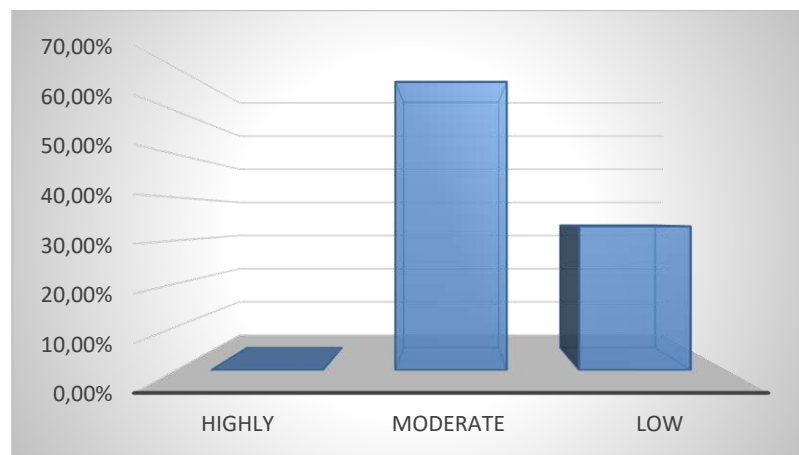


Note: Elaborated by Bethzabé Ortiz

66.7% of teachers have employed sensory phrases to a moderate extent, and 33,3% of teachers have found them highly effective.

Table 13

Have you successfully increased student motivation in your classes using NLP techniques?



Note: Elaborated by Bethzabé Ortiz

In the last question, 66.7 % of teachers report low success in using NLP techniques to increase

student motivation due to a lack of knowledge. 33,3% The majority indicate a moderate improvement, emphasizing the importance of training and supporting the effective application of NLP strategies in the classroom.

To get a clear understanding of the effectiveness of the proposal is presented the next general chart:

Table 14

Pre-test Section 1

<i>QUESTION</i>	<i>NOTHING</i>	<i>A LITTLE</i>	<i>SOME</i>	<i>A LOT</i>
1	66,70%	33.3%	0%	0%
2	66,70%	33.3%	0%	0%
3	100%	0%	0%	0%
4	66,70%	33.3%	0%	0%
5	0%	66,70%	33.3%	33.3%

Note: Elaborated by Bethzabé Ortiz

Table 15

Pres-test Section 2

<i>QUESTION</i>	<i>HIGH</i>	<i>MODERATE</i>	<i>LOW</i>
6	100%	0%	0%
7	0%	100%	0%
8	0%	100%	0%
9	33.33%	66.7%	0%
10	0%	33.33%	33.33%

Note: Elaborated by Bethzabé Ortiz

2.6.2 Interview with English teachers

To get a better interpretation of the insights manifested by the participants, the responses from the interview were established according to the main facts reported by the majority of the participants as

it is presented below:

1. Motivation towards English. The first question was related to student motivation challenges after the COVID-19 pandemic; teachers emphasized the difficulties in engaging a new generation of students who often display boredom and a lack of interest in learning. There was unanimous agreement among teachers about the complexity of establishing connections with students after an extended period of remote learning. According to teachers' perceptions, the absence of face-to-face interaction during the pandemic has significantly damaged teacher-student communication. Despite their efforts to implement new strategies, games, and interactive activities to motivate their students, many teachers observed that they seemed disconnected and lost.

2. Knowledge about NLP. The second question was related to the familiarity with the knowledge of Neurolinguistic Programming (NLP). While there is one teacher who highlights some level of awareness or recognition, none of the teachers demonstrated a comprehensive understanding of what NLP entails. There is a shared sentiment of curiosity and interest, with one teacher finding it intriguing, another associating it with technology in education, and the third having heard about it without a clear understanding.

3. Techniques to engage students. The participants were asked about the frequency of techniques implemented to motivate students in the classroom. They highlighted the overall challenge of motivating and engaging students. While Teacher 1 expresses the stress associated with this task despite trying different strategies, Teacher 2 identifies success with the Total Physical Response (TPR) approach, and Teacher 3 employs a variety of methods such as games, worksheets, listening activities, and word repetition.

4. Empathy effects. The question was related to the techniques implemented to increase empathy with their students. The teachers collectively emphasized the importance of avoiding routine and focusing on diverse skills rather than solely on grammar. They agreed on the effectiveness of incorporating enjoyable elements, particularly using games, in the learning process. According to their experiences, games not only enhance language skills but also foster empathy, and contribute to a positive learning atmosphere. In summary, the teachers highlighted the importance of a dynamic and

engaging teaching approach, as well as interactive methods such as games in language education.

2.7 Diagnostic Analysis

In the first section, which is related to the knowledge of NLP concepts and techniques (See Appendix 4), the results revealed a predominant lack of familiarity among teachers with Neurolinguistic Programming (NLP) concepts and techniques. Most of the teachers (66.7%) indicated limited or no knowledge of both NLP fundamentals and specific techniques. Furthermore, there was a complete absence of understanding of important NLP concepts such as rapport among all respondents. The understanding of learning motivation among teachers demonstrated a significant variability in comprehension levels.

In the second section, connected to motivation, the survey revealed a well-known recognition of the effectiveness of motivation principles and techniques to motivate students in their learning experience. Teachers recognized some practices which are related to NLP aligns such as the significant impact of body language on classroom dynamics. Place and Situation in teaching practices indicated a growing awareness of the influence on learning; peer influence as a motivator is well-known among teachers, reflecting its common application in the classroom. Finally, sensory phrases are moderately employed, even when they do not have knowledge about them, according to the first section of the pre-test.

In the interview section (See Appendix 4), teachers highlighted the challenge of motivating students after COVID-19 as the impact of the extended period of remote learning, which made it difficult to re-establish connections with their students. Regarding NLP, there was a general lack of detailed knowledge among teachers, who expressed curiosity and interest about it but did not have a comprehensive understanding. Teachers employed diverse methods to engage and motivate students, whose emphasis is on avoiding routine to have a positive learning atmosphere.

In conclusion, these results show a significant gap in teachers' comprehension of NLP. This aspect underlines the importance of innovative teacher training programs to enhance educators' skills to enrich their experience in the current educational environment.

Chapter III- Validation

3.1 Presentation and validation of the proposal

This research proposes to design a methodological proposal for a system of workshops grounded in Neurolinguistic Programming (NLP) strategies aimed at fostering students' motivation in the English classroom. The main question to be developed in this investigation is: What strategies, based on Neurolinguistic Programming, can be implemented to promote students' motivation in the English classroom? This study aims to provide teachers with effective strategies not only to enhance their relationships with students but also to achieve optimal English language learning outcomes. Anchoring and rapport-building techniques, integral to NLP, will be key components of this proposed system. By delving into neurological processes, language, and behavioral patterns, NLP offers teachers a novel theoretical and methodological perspective, revitalizing their teaching practices and contributing to a more engaging and successful learning environment.

This research proposal was validated from the beginning through the validation of the design of the instruments for this study. Additionally, the partial implementation of the workshops allowed the researcher to validate the design of the workshops through the assessment of the elements considered for each activity.

3.2 Theoretical foundations

The first dimension of NLP and its strategies focuses on analyzing successful strategies, behaviors, and beliefs to achieve personal development and communication improvement. According to Craft (2001), there are three main theoretical frameworks supporting the integration of Neurolinguistic Programming (NLP) strategies into educational settings. Learning as a growth, which involves the advancement of internal mental processes influenced by the environment, is related to the Social Cognitive Theory proposed by Albert Bandura. Learning by association, based on detecting patterns in the environment and creating connections between events and the results of our actions, is like the positive and negative reinforcement theory by Skinner. The last dimension, learning as development and construction, is linked to the development of mental structures like Piaget's cognitive development theory. Furthermore, the main hypothesis linked to NLP is the affective filter established by Krashen, which refers to the influence of emotions and attitudes on the mental barrier (Lightbown and Spada, 2006).

The second dimension focuses on Motivation, which is viewed from different perspectives. Skinner (1965) emphasizes the role of reinforcement and rewards, while Bandura (1997) highlights self-efficacy as crucial for motivation. Vygotsky (1978) underscores the importance of social interaction and cultural context in motivating learning. According to Harmer (1991), Exploring motivation from various angles sheds light on the intricate interplay between external influences and internal drives in shaping students' engagement and learning outcomes. Extrinsic motivation is when external factors influence learners, and intrinsic motivation comes from within the individual. This compilation of theories not only guides the development of our intervention but also highlights the potential transformative influence of NLP on educational methodologies.

According to the Merriam-Webster dictionary, a 'system' is defined as an organized or established procedure. Additionally, Radić-Bojanić and Pop-Jovanov (2018) define a workshop as content designed to cover the interests or needs of a group of people. Taking these definitions into account, a system of workshops can be defined as an organized framework or established procedure for conducting educational programs aimed at a group of people.

3.3 Characteristics of the proposal

Considering the main goal, which is to create a plan using neurolinguistic programming (NLP) strategies to boost student motivation in English class, the proposal's nature starts by understanding teachers' and students' needs in education. It aims to find different ways to meet these needs, leading to professional growth and successful outcomes.

- **Innovative Approach:** The proposal introduces a new way to increase student motivation in English class by using NLP strategies. This fresh method aims to cater to students' diverse learning needs and help them learn English more effectively.
- **Practical Implementation:** The proposal offers practical tools and methods that English teachers can easily use in their classes. These tools are designed to fit into existing teaching plans and activities and are applicable to both in-person and virtual modalities.
- **Student-Centered Approach:** The proposal focuses on students' individual needs and preferences. By adapting NLP strategies to different learning styles, it ensures that students feel motivated and engaged in their learning journey.
- **Flexible and Adaptable:** Recognizing that students have different needs, the proposal provides

flexible strategies that can be adjusted for different classrooms and student groups. This flexibility ensures that the strategies work well in various educational settings.

- Collaborative Professional Development: The proposal encourages teachers to work together and share ideas. By creating a supportive community, teachers can learn from each other and improve their implementation of NLP strategies.
- Continuous Monitoring and Evaluation: The proposal stresses the importance of regularly checking how well NLP strategies are working. By continually improving the strategies based on feedback, the proposal aims to achieve the best possible outcomes for students.

3.4 Structure and dynamics of the components of the proposal

The proposal was divided into five stages, while the workshop had five sessions, as detailed below.

Table 16

Workshop Stages

STAGE	OBJECTIVE
1. DIAGNOSIS	To assess the current state of the English curriculum, teaching methodology, and classroom challenges while identifying effective strategies for student motivation.
2. PLANNING	To arrange a schedule with high school authorities and designate the time and workspace to facilitate collaborative planning sessions with teachers aimed at improving student motivation through the implementation of neurolinguistic programming strategies
3. EXECUTION	To initiate two-hour NLP workshops aimed at facilitating interactive learning experiences and in-depth discussions on relevant topics
4. EVALUATION	To assess the implementation of NLP techniques in classroom practices, providing insights into their effectiveness.
5. FEEDBACK	To obtain perceptions from teachers about their experience with using NLP techniques in their classrooms, assessing the effectiveness of the techniques.

Note: Elaborated by Bethzabé Ortiz

3.4.1 Stage 1: Diagnosis

Objective: To assess the current state of the English curriculum, teaching methodology, and classroom challenges, while identifying effective strategies for student motivation.

Development: After the initial diagnosis, a meeting was arranged with the principal of the institution to provide a more detailed explanation of the proposal. Additionally, during the meeting, the principal provided a general summary of the English curriculum and the institutional teaching methodology, which is aligned with the Ministry of Education. The principal mentioned that teachers work with their materials like worksheets and do not handle textbooks to guide their planning. This arrangement was organized between them with the approval of the area coordinator.

Following this, English teachers were encountered to provide general information about the workshop. During a brief conversation, teachers discussed common issues they face with students in class. Furthermore, there was a quick discussion to understand the practices teachers employ to motivate students and how they feel about the outcomes. All these steps helped the researcher understand the participants' needs.

3.4.2 Stage 2: Planning

Objective: To arrange a schedule with high school authorities and designate the time and workspace to facilitate collaborative planning sessions with teachers aimed at improving student motivation through the implementation of neurolinguistic programming strategies.

Development: After the diagnosis stage, there was a meeting convened with the vice principal to coordinate and assign the necessary time and space for work with teachers, ensuring minimal disruption to their ongoing teaching commitments and student classes. However, the process took longer than initially anticipated by the investigator, primarily due to limitations within the official schedule.

Consequently, this delay coincided with a period of confinement, requiring adjustments to the workshop format. As a result, part of the sessions had to be transitioned to a virtual mode to accommodate the local prevailing social circumstances. Despite the unexpected challenges, efforts were made to ensure continuity in workshop development for educators during this period of

transition.

3.4.3 Stage 3: Execution

Objective: To initiate two-hour NLP workshops aimed at facilitating interactive learning experiences and in-depth discussions on relevant topics

Once the schedule was finalized, the workshop commenced in virtual mode, with each session following the order outlined in the chart below. It is important to mention that each session had its objectives, methods, procedures, and resources. Additionally, all stages of the workshop included an introduction, development, and closure.

Table 17

Workshops' Schedule

WORKSHOP	THEME	OBJECTIVE
1	FOUNDATIONS OF THE THEORY	To introduce the workshop's purpose and demonstrate to participants the effectiveness of NLP techniques in teaching.
2	WHAT IS NEUROLINGUISTIC PROGRAMMING?	To understand the elements and components of NLP, empower teachers to apply them to their teaching practices, identify areas for improvement, and explore how Neurolinguistic Programming (NLP) concepts can enhance their effectiveness in the classroom.
3	ANCHOR AND RAPPORT TECHNIQUES	To analyze anchor and rapport techniques and explore practical class applications through real case studies for effective implementation.
4	MOTIVATION	To identify key factors influencing student motivation and develop strategies utilizing anchor and rapport NLP techniques to promote active engagement and achievement among students
5	CASE ANALYSIS	To develop an analysis of real-life teaching cases, enabling participants to apply theoretical knowledge and practical techniques to identify challenges, propose effective solutions, and enhance teaching effectiveness

Note: Elaborated by Bethzabé Ortiz

Workshop 1: Foundations of the theory

Objective: To introduce the purpose of the workshop and demonstrate the effectiveness of NLP techniques in the teaching field to participants.

Method: Presentation, Reflection, Group Discussion

Procedure: Introduction, Content presentation, Group discussion, Closure

Materials: Canva Presentation, YouTube videos, sheets for note-taking, open questions

Organization:

Introduction: Explanation of the workshop's purpose

Opening

- The first workshop started with a presentation about the beginnings of Neurolinguistic Programming (NLP), its main researchers, and a summary of how it was discovered and constructed by narrating the fear clinical case that led to the discovery of this pseudoscientific approach. After this, participants are expected to analyze the complementarity between the mind, language, and new behaviors applied to the patient and assess its applicability to the field of education through the question: Do you believe that the mind and language of an individual influence educational patterns?

Development

- After the opening analysis, a slide was presented summarizing the teaching theories associated with Neurolinguistic Programming.
 - The first theoretical framework supported by Craft (2001) deals with the advancement of internal mental processes influenced by the environment, which she refers to as learning as growth. To provide a better understanding of this concept, a video about the Social Cognitive Theory proposed by Albert Bandura was presented. After the video, examples were provided illustrating how environmental stimuli can be utilized to shape or reshape one's way of thinking or acting.
 - Then a second video was presented about the theory of positive and negative reinforcement by Skinner. Afterward, it was discussed how this foundation has connections with NLP based on creating associations between environmental patterns and promoting learning through association.

- After that, the analysis was connected to the development of mental structures as described in Piaget's cognitive development theory aligns with the last dimension proposed by Craft (2001) of learning as development and construction, which was also clarified through a short explanatory video.
- Finally, a last video was presented related to the affective filter established by Krashen. It emphasized how it breaks the behaviorist model and provides a refreshing perspective, making NLP an innovative approach. This is because it focuses on the sensory aspect and demonstrates how emotions and attitudes can be reprogrammed to create a new mental map for learning. Additionally, a brief explanation of what a mental map is was provided within a short timeframe.
- At the end of the explanation of the theories, teachers were encouraged to consider real-life examples that are part of teaching practices related to each of these theories. They were invited to reflect on how they, as teachers, are utilizing these theories in a positive manner to enhance their teaching practices.

Closure

To conclude the first session, teachers were invited to develop three questions to analyze the information received in relation to their teaching habits, with the purpose of initiating a group discussion that encourages self-reflection and identifies areas for improvement, thus maintaining interest for the second session.

The questions applied in the closure were: Have you implemented teaching practices related to the theories discussed in this workshop? Do you believe these practices have had positive impacts on your students' outcomes? How do you plan to improve these teaching practices to generate a positive and effective impact on your teaching?

Workshop 2: What is Neurolinguistic Programming

Objective: To understand the elements and components of NLP, empowering teachers to reflect on their teaching practices, identify areas for improvement, and explore how Neurolinguistic Programming (NLP) concepts can enhance their effectiveness in the classroom.

Method: Brainstorm, Presentation, Reflection, Group Discussion, Feedback

Procedure: Introduction, Content presentation, Group discussion, Closure

Materials: Canva Presentation, YouTube videos, sheets for note-taking, open questions

Organization:

Opening

- The second session started with a video about the brain and emotions. Teachers were encouraged to participate in a brainstorming activity to discuss how our brain works and how it influences our behavior. The aim of this activity is to introduce new content. Teachers are then instructed to conduct their brainstorming session on each element of NLP in order to facilitate analysis and discussion following the presentation of the content.

Development

- A presentation was delivered to teachers, providing a thorough explanation of Neurolinguistic Programming (NLP). Neuro-linguistic Programming (NLP) comprises three interconnected elements: Neuro, Linguistic, and Programming. The nervous system (Neuro) is influenced by internal dialogue (Linguistic), resulting in the formation of behavior patterns (Programming). This interaction between neurology and language shapes personal development and communication improvement (Shlomo, 2008). The presentation highlighted the key elements that played a significant role in this pseudoscientific approach and clarified how this term originated one by one.

- In the first element, "NEURO," the initial mental map or "first access" was discussed along with the components that belong to the mental map as well as the five senses. While this was being explained, teachers were encouraged to engage in a brainstorming activity to reflect on their own first access, as reprogramming the brain should start with teachers. They were encouraged to write about how their beliefs, ways of thinking, and other factors influence their teaching development and how these factors affect their students. Here, the example of the opening video highlighted how the five senses, linked with the mental map, provoke a determined action in each person. At the end of this explanation, teachers are encouraged to engage in a brainstorming session about how much their senses affect their teaching practices and whether it has been positive or negative.

- After the explanation of the mental map, a short video about learning styles was presented, highlighting their association with the neurological processes involved in how individuals perceive and process information. Teachers were then challenged to analyze their own learning styles in order to both learn and teach effectively. They were asked: Are you conscious about learning styles in your teaching process? What is the most covered learning style according to your teaching practice? What

techniques do you apply to cover most of the learning styles? After some time to answer these questions, a period of reflection and discussion was opened.

- The second component deals with Linguistics, which is related to verbal and nonverbal language used to communicate, share, and express ideas and emotions. It is unique for each individual and is known as the linguistic map. As in the first element, teachers are instructed to conduct an analysis and brainstorm about their body language and the most suitable words, phrases, or expressions to use in class. This includes not only during the learning process but also in their interactions with students.

- The last element presented was Programming, which represents the final product: human behavior. This behavior is influenced by both the Neuro and Linguistic elements, as individuals interpret and respond to experiences using neurological processes and language patterns.

Closure

- Building on Adler's assertion (1997) that human behavior is modifiable and shaped by developed thought processes and action patterns, teachers are given a few minutes to analyze their brainstorming and notes taken during the session. This reflection allows them to recognize any patterns they may need to modify in their teaching practices. As Kulińska and Socha (2022) noted, this recognition allows intentional modification of our perceptions and perspectives on the world.

- After the reflection and discussion time, teachers are asked: Do you need to reshape or modify your teaching practices or techniques? Do you think the information in this workshop can help you to refresh your teaching practices? Do you think these modifications could be positive in your professional area?

Workshop 3: Anchor and Rapport Techniques

Objective: To analyze anchor and rapport techniques and explore practical class applications through real case studies for effective implementation.

Method: Presentation, Group activities, Reflection, Group Discussion, Feedback

Procedure: Introduction, Content presentation, Group discussion, Closure

Materials: Canva Presentation, YouTube, Pictures, sheets for note-taking, open questions

Organization:

Opening

- The third session started with a popular American song, "Lemon Tree". After that, teachers were encouraged to write what that song reminded them of. Some of them remembered their youth, while others recalled their English classes when they were students. Then, some landscape photographs were shown, and they had to share what those pictures reminded them of. Some recalled family moments, vacation memories, seasons of the year, etc.

- The purpose was to make them note how those pictures and the song evoked memorable memories that stayed with them through the years. Additionally, they were reminded of how their teaching practices can leave a lasting impression on their students and how they can do so positively for effective learning outcomes.

Development

- After the opening, a presentation featuring a synthesized map was shown to review and briefly explain NLP techniques. It was highlighted that NLP includes several techniques, but for the purposes of this research, the focus was on two: Anchor and rapport. Next, a map about Anchoring was presented. Teachers were asked about what they felt at the beginning when they heard the song "Lemon Tree." Most of them mentioned feelings and emotions. Based on this answer, the explanation began that Anchor works on the sensory part of each person's brain. After explaining the process of creating an anchor, some do's and don'ts were highlighted.

- Then, teachers participated in three activities. The first one focused on visual anchors. They had to organize explanations of regular and irregular verbs by using creativity to establish associations. Here, most of them used a chart with two rows, two columns, and two colors. Next, a variety of diagrams and colors were presented to associate grammar points. Teachers and examples from the presenter were analyzed to conclude differences in effectiveness for learning achievements. In the analysis, it was emphasized the importance of reprogramming daily teaching practices to achieve effectiveness with students. It was noted that by associating specific colors and structures with different types of verbs, the chart serves as a visual cue or anchor to help students remember and understand grammar concepts more effectively. Additionally, presenting a variety of diagrams and colors to associate grammar points further reinforces the use of visual anchors in facilitating learning.

- The second activity focused on auditory anchors. Teachers were asked to create an activity to memorize a list of verbs in infinitive, past, and participle forms. Most teachers created a chart classified by tense, meaning, and translation. They were asked how they helped their students memorize it, and their answers included having students memorize through sentences. Then, the tune "Row, Row, Row Your Boat" was presented. Sing along:

"Sing, sang, sung,

Eat, ate, eaten,

Go, went, gone,

See, saw, seen."

The presenter used this tune with verbs to demonstrate auditory memory techniques to use in class.

- The last activity focused on kinesthetic anchors was grammar charades, highlighting that through it, learners engage in physical activities, improving memory and participation while promoting collaboration and enjoyment, among other benefits.

- After these activities, a five-minute reflection and discussion were opened, centered on the previous activities. Teachers mentioned that while the activities were not entirely new, they noticed subtle differences that had a significant impact on the learning process.

- Then, a slide focusing on rapport was presented, emphasizing the importance of effective communication with students. A chart displaying words and phrases suitable for different learning styles was shown to aid in this process. Following this, a five-minute group reflection and discussion session centered on body language took place, where teachers explored how their gestures and expressions could impact student engagement. Teachers were asked to consider, "Does my body language demonstrate empathy towards my students?"

Closure

- To conclude the session, teachers were encouraged to reflect on the concept of "Programming" introduced during the second session. They were motivated to consider whether it is only students who need to reprogram their learning practices or if it is also necessary for teachers. Teachers were then invited to write a short phrase in response to this reflection and keep it in a place where they could revisit it frequently.

Workshop 4: Motivation

Objective: To identify key factors influencing student motivation and develop strategies utilizing anchor and rapport NLP techniques to promote active engagement and achievement among students.

Method: Presentation, Brainstorm, Reflection, Group Discussion, Feedback

Procedure: Introduction, Content presentation, Group Discussion, Closure

Materials: Canva Presentation, sheets for notetaking.

Organization:

Opening

- At the beginning of the fourth session, teachers were given a worksheet with a diagram where they needed to write their main achievements in the past, whether academic, professional, or personal. They then shared their answers. The presenter asked them about their main motivations and the factors that contributed to keeping them motivated.

Development

- After the opening activity, teachers were introduced to the main concepts and types of motivation. As these concepts were presented, a comparison was made with their own answers.
- Afterward, the most common practices employed by teachers in the classroom were analyzed. Among these, the most prevalent was the reward system, wherein additional points were awarded to students who completed class exercises first. This activity was analyzed using NLP techniques such as anchoring through place and situation, tone and tempo, and sensory phrases. The aim was to understand the effectiveness of a familiar classroom activity, transforming it into a positive anchor that could improve the learning experience for students.
- After analyzing, teachers were presented with class activities designed to motivate students, considering NLP techniques and extrinsic motivation. One such activity is the Recognition Board, where teachers can create a bulletin board or digital platform for students to acknowledge and celebrate each other's achievements, progress, or contributions to the English class. This activity incorporates various NLP techniques such as anchoring through positive reinforcement, visual anchoring, language patterns promoting positivity, and building rapport among students. Overall, its aim is to create a supportive and motivating environment for English language learning.

- Another extrinsic motivation activity based on NLP techniques is classroom celebrations and events: teachers can organize special events or celebrations in the classroom to mark important milestones, holidays, or achievements related to English learning. This activity incorporates NLP techniques such as anchoring through positive reinforcement, visual anchoring, language patterns promoting positivity, and rapport building among students and teachers. Overall, it aims to enhance students' motivation and engagement in English learning by creating positive associations and strengthening relationships within the classroom.

- Then, intrinsic motivation was explained through the concept of Anchoring Positive Emotions. This is another well-known teaching practice where teachers play positive background music during language activities or decorate the classroom with inspiring quotes and colorful visuals related to language acquisition success, creating positive emotional anchors associated with English language learning.

- An additional activity was suggested: Objective Management, which helps students set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for their language learning progress. Students are provided with journals or digital tools to regularly monitor their progress and celebrate small achievements along the way. This activity incorporates NLP techniques such as anchoring positive emotions, visual anchoring, and using supportive language patterns to boost motivation and confidence in language learning.

Closure

- Finally, the workshop concluded with the suggestion for participants to outline an Objective Management plans and sets SMART goals for their language learning progress. By incorporating NLP techniques such as anchoring positive emotions and visual anchoring, the focus was on fostering student motivation and confidence in language learning. Moving forward, participants are encouraged to implement these strategies in their teaching practices to create a supportive and engaging learning environment.

Workshop 5: Case analysis

Objective: To develop an analysis of real-life teaching cases, enabling participants to apply theoretical knowledge and practical techniques to identify challenges, propose effective solutions, and

enhance teaching effectiveness

Method: Presentation, Brainstorm, Reflection, Group Discussion, Feedback

Procedure: Introduction, Content presentation, Group discussion, Closure

Materials: Canva Presentation, sheets for note-taking, open questions

Organization:

Opening

- The last session began with a brainstorming activity focused on the word "EMPATHY" during which participants listed words such as caring, supportiveness, and consideration. The facilitator then elaborated on the significance of empathy in education, particularly within NLP techniques. It was explained that empathy is crucial for building rapport between educators and students, creating a supportive atmosphere where students feel understood and valued, which succeeds both academically and emotionally.

Development

- Then, a brief presentation on the pedagogical benefits of Neurolinguistic Programming, based on research by Drigas and Mitsea (2020), was delivered. The objective was to raise awareness among teachers about the potential impact of this pseudoscientific approach in the classroom.

- Afterward, teachers were previously asked to share their own real-life cases where they applied NLP techniques in their practices. Many of the cases focused on discipline problems and a lack of interest, such as students using cell phones during class or expressing negative attitudes like "I do not understand English" or "I have never learned that." From an NLP perspective, it was suggested that students pay more attention to cell phones due to a lack of correct motivation, while negative past experiences or low self-esteem may contribute to the lack of interest. To address these issues, NLP techniques were recommended, including developing effective motivation, replacing negative anchors with positive ones, accommodating different learning styles, building self-esteem, managing emotional states, and setting clear goals.

Closure

- Concluding the workshop, teachers were encouraged to make a more supportive and engaging learning environment by incorporating NLP techniques into their classes. They were told their classes

would be observed and evaluated to assess the implementation of these techniques. Finally, a general feedback session took place to conclude the study.

3.4.4 Stage 4: Evaluation

Objective: To assess the implementation of NLP techniques in classroom practices, providing insights into their effectiveness.

Material: Class observation checklist

Development

The full-day observation sessions dedicated to assessing the implementation of Neurolinguistic Programming (NLP) techniques in the classroom practices of each teacher were a critical component of the research project. These sessions allowed for a comprehensive evaluation of the four dimensions outlined in the checklist (referenced as Appendix 5), providing valuable insights into the effectiveness of the workshops and the integration of NLP strategies into teaching practices.

Within the rapport dimension, specific aspects such as body language, tone and tempo, and matching words were closely monitored. One of the most important aspects taken into account was how effectively teachers established rapport with students through nonverbal cues, the use of matching words, and language patterns consistent with NLP principles. It was crucial to check the level of connection and trust between teachers and students, which is important for creating a conducive learning environment.

In the anchor dimension, aspects including intensity, uniqueness, timing, place, and situation were evaluated to determine the proficiency of teachers in implementing anchoring techniques derived from NLP. One of the most important aspects observed was how well teachers utilized anchors to evoke desired states or behaviors in students, assessing the appropriateness and effectiveness of anchoring strategies in various classroom contexts.

For extrinsic motivation, the aspects of peer influence, past learning experiences, and knowledge from past learning to evaluate the impact of NLP techniques on enhancing students' motivation driven by external factors. By observing how students interacted with their peers, drew from their previous learning experiences, and applied knowledge gained from past learning, observers could assess the influence of NLP strategies on promoting extrinsic motivation in the classroom.

Finally, intrinsic motivation was assessed based on physical condition, teacher influence, and

teaching methods. The evaluation was focused on how NLP techniques influenced students' internal motivation, considering factors such as students' physical engagement, the influence of teacher behavior and communication style, and the effectiveness of teaching methods in stimulating intrinsic motivation.

These facts provided a framework to prove the effectiveness of workshops and also help to identify strengths, areas for improvement on these system of workshops.

3.4.5 Stage 5: Feedback

Objective: To obtain perceptions from teachers about their experience with using NLP techniques in their classrooms, assessing the effectiveness of the techniques.

Development

The comprehensive feedback session served as a great option for teachers to engage in reflective practice and refine their implementation of Neurolinguistic Programming (NLP) techniques in the English classroom. By providing personalized feedback tailored to each teacher's specific context and application of NLP strategies, the session fostered a supportive environment conducive to professional growth and development.

During the session, teachers had the chance to reflect on their experiences, acknowledging both successes and challenges encountered while employing NLP techniques. This reflective process not only deepened their understanding of the strategies but also encouraged them to critically assess their teaching practices and identify areas for improvement.

Moreover, the feedback session facilitated open dialogue among teachers, enabling them to share insights, exchange ideas, and learn from each other's experiences. This collaborative approach not only enriched their understanding of NLP principles but also fostered a sense of community and camaraderie among colleagues.

By encouraging teachers to actively participate in the feedback session, the research project emphasized the importance of continuous professional development and continuous improvement in teaching practices. Ultimately, the session served as a valuable platform for teachers to refine their skills, enhance their effectiveness in implementing NLP techniques, and ultimately contribute to creating a more engaging and motivating English learning environment for students.

Furthermore, teachers were encouraged to provide suggestions for improvement and discuss

strategies for further incorporating NLP techniques into their teaching practices. Following the feedback session, a post-test (See Appendix 6) was administered to assess the impact of the NLP techniques on student learning outcomes and overall classroom dynamics.

3.5 Schedule of Activities

Table 18

Schedule of Activities

ACTIVITIES	SEPT	OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY																						
	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2																					
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Initial Diagnosis (Pre-test and interview Application)	■																																							
Workshop Diagnosis (Authorities Meeting)																																								
Planning (Workshop Activities)																■	■	■	■	■																				
Execution (Workshop Sessions)																																								
Evaluation (Class Observation)																																								
Feedback (Teachers Meeting)																																								
Results (Post-test Application)																																								

Note. Elaborated by Bethzabé Ortiz

3.6 Financial Analysis

Table 19

Budget

General Budget of the proposal				
Human Expenses				
Entry	Hourly Rated	Headcount	Hour Worked	Total
Instructor fees	\$10	1	10	\$100
Training and professional development	\$10	1	10	\$100
Educational Resources	\$10	1	15	\$150
Commuting		1		\$100
Total				\$450
Telecommunication Expenses				
Concept	Monthly Cost	Months Numbers		Total
Internet	\$35	12		\$420
Cellphone	\$14	12		\$168
Zoom	\$19	12		\$228
Total				\$816
Tool Expenses				
Item	One-Time Payment			Total
Projector Rent	\$100			\$100
Additional Resources				
Markers, photocopies, note-taking sheets, and others.	\$40			\$40
Total				\$140
Total Project Cost				\$1.406

Note. Elaborated by Bethzabé Ortiz

3.7 Analysis and Discussion

The results obtained from the implementation of this research proposed Neurolinguistic Programming (NLP) strategies aimed at promoting students' motivation in the English classroom by addressing the question, "What strategies, based on Neurolinguistic Programming, can be implemented to promote students' motivation in the English classroom?" provided interesting results, as evidenced by the post-test data and the analysis provided in the chart below.

3.7.1 Post-test Results

Table 20

Post –test Section 1

<i>QUESTION</i>	<i>NOTHING</i>	<i>A LITTLE</i>	<i>SOME</i>	<i>A LOT</i>
<i>1</i>	0%	33.33%	66.7%	0%
<i>2</i>	0%	0%	100%	0%
<i>3</i>	0%	33.33%	66.7%	0%
<i>4</i>	0%	0%	33.33%	66.7%
<i>5</i>	0%	0%	33.33%	66.7%

Note. Elaborated by Bethzabé Ortiz

Table 21

Post –test Section 2

<i>QUESTION</i>	<i>HIGH</i>	<i>MODERATE</i>	<i>LOW</i>
<i>6</i>	66.7%	33.33%	0%
<i>7</i>	66.7%	33.33%	0%
<i>8</i>	66.7%	33.33%	0%
<i>9</i>	33.33%	66.7%	0%
<i>10</i>	0%	100%	0%

Note. Elaborated by Bethzabé Ortiz

In section 1, there was an improvement in the NLP concepts. In question 1, there was a progression from 66.70% of nothing to some understanding of the concept of NLP. In question 2, regarding the understanding of NLP techniques, there was an improvement from nothing to 100%. Question 3

moved forward with a 66.7% increase from nothing to some understanding, while questions 4 and 5 showed notable progress with a 66.7% increase to a lot.

In section 2, on question 6 regarding the understanding of the effectiveness of body language, there was a decrease from 100% to 66.7%. Questions 7 and 8 showed improvement from 0% to 66.7%. Question 9 maintained the same result, while there was a modest improvement in question 10 related to the motivation of students.

3.8 Limitations

The study on implementing Neurolinguistic Programming (NLP) strategies to enhance student motivation in the English classroom encountered several limitations, with the most influential ones being related to teachers' and high school schedules, which caused a delay of almost a month in implementing the workshops. Furthermore, unexpected confinement led to the first workshop session being conducted virtually. Despite these challenges, the study was successfully implemented.

CONCLUSIONS

- The study's findings highlight the significance of Neurolinguistic Programming (NLP) in promoting students' motivation in English as a Foreign Language (EFL) classrooms. After the workshop and the implementation of NLP strategies, participants demonstrated notable improvements in their understanding of NLP concepts and techniques, confirming the successful increase in student motivation. Thus, the study reaffirms the importance of NLP for promoting student motivation and optimizing learning outcomes in EFL contexts.

- The study reveals notable improvements in the effectiveness of Anchor and Rapport techniques. However, despite these improvements, the effectiveness of certain strategies, such as body language and peer influence, requires improvement. Nevertheless, participants showed consistent perceptions regarding the successful increase in student motivation, suggesting a potential strength for NLP interventions in EFL.

- The general outcomes indicate a positive impact of NLP interventions on student motivation. It is evident that a systematic integration of NLP workshops holds promise for promoting student motivation in EFL contexts. Thus, educators can cultivate a supportive and emphatic learning environment optimizing, student motivation and learning outcomes in the English classroom.

RECOMMENDATIONS

- For a better understanding and application of Anchor and Rapport strategies, it is recommended to assign additional time for training sessions. These sessions would allow teachers to delve deeper into these techniques, enhancing their proficiency in applying them effectively. By doing so, they can achieve greater effectiveness in motivating students in the EFL learning process. Additionally, providing opportunities for teachers to practice and receive extra feedback on their implementation of these strategies can further enhance their effectiveness in the classroom.
- Facilitating dedicated time and space for teachers to participate in collaborative learning sessions on NLP can greatly benefit their professional development. These sessions should be flexible in timing to accommodate schedules, whether they are conducted face-to-face or virtually. This collaborative approach not only enhances individual teaching skills but also creates a supportive community between educators by learning from each other's experiences and successes to improved teaching practices and student outcomes.
- Encourage teachers to continually enhance their skills not only in NLP methods but also in teaching practices. Building on the experiences gained from workshops, educators can explore a variety of well-known strategies with a fresh perspective. This involves experimenting with new ideas and collaborating with colleagues to refine existing approaches. By doing that, teachers can effort to get more effective outcomes.

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Annex 2

Proposal Plan

**“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER
REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA
PROGRAMA AL CONCLUIR EL TALLER I”**

TITLE OF THE PROPOSAL: Implementing Neurolinguistic Programming strategies to promote students' motivation in the English classroom.

AUTHOR 1: Bethzabé Yessenia Ortiz Carrillo

RESEARCH CONTEXT:

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

Education has experienced significant changes over the years, different authors have contributed through different research, technique and approaches to promote an effective English learning. Even though teachers have adopted new teaching methods and trending, the current student's generations have also changed their needs and learning skills which makes us to a process of continuous improving of strategies on English classes.

However, in our country constant upgrades have become bureaucratic and overwhelming for teachers, giving as a result a kind of burden or routine for their class management. Because of these factors have emerged a sort of disconnection and apathy has emerged in the teacher-student relationship, affecting the class management.

Consequently, this research is going to design a methodological proposal for a system of actions, based on Neurolinguistic Programming strategies, to promote students' motivation in the English classroom.

2. Statement of the problem to be investigated.

With this brief view we can ask us What strategies, based on Neurolinguistic Programming, can be implemented to promote students' motivation in the English classroom?

3. Justification of the research

Certainly, the Ecuadorian education changed after COVID-19 pandemic. Teachers and students were affected by different scenarios and facts, outcoming a gap between them which is reflected in the class environment. In spite of that, we need to remind that teacher has a big impact on student's behavior and is also the only one who can manage its learning space.

By that reason, this research offers to teacher's strategies that will help them to improve not only they relationship teacher-students but also will achieve an effective English learning through anchoring and rapport set by The Neurolinguistic Programming (NLP) which deals with neurological processes, language and behavioral patterns that offers to teachers a new theoretical and methodological view refreshing their teaching practice.

4. Description of the relationship between the proposal and the research lines of the university.

The proposal to implement neurolinguistic programming (NLP) strategies in the EFL classroom aligns closely with the research line of Pedagogy, Didactics, and Management of Education. As you read before, NLP can develop and modify behaviors that are profitable in the learning process.

Hence, this plan offers to English teachers workshops with valuable information to improve their teaching practice by using NLP techniques as Anchor and Rapport, same that are able to show how to enhance certain behaviors which develop empathy between learners and teachers evolving an effective communication between them, promoting a supportive educational experience that addresses the emotional and learning needs of their students.

5. Object of the research

The object of this research is Neurolinguistic Programming strategies to promote students' motivation in the English classroom.

6. General objective (one)

The main objective of this study is to design a methodological proposal for a system of actions, based on Neurolinguistic Programming strategies, to promote students' motivation in the English classroom.

7. Specific objectives (three)

The specific objectives to develop are:

- Explain the importance of Neurolinguistic Programming to promote students' motivation in English Foreign Language (EFL).
- Diagnose the effectiveness of NLP strategies in improving student motivation in EFL classrooms.
- Design the two components that will integrate the system of workshops to promote students' motivation in the English classroom.

8. Description of the variables of the study (independent & dependent)

The independent variable in this study is the Neurolinguistic Programming (NLP) which will develop two strategies that this field offers to education by exploring the relationship between neurological processes, language and behavioral patterns focus on EFL classroom.

On the other hand, the EFL student's motivation as dependent variable, will expose how the NLP strategies are tools that will benefit to English teachers' practices achieving an effective learning with their students.

9. Description of the research approaches, methods, data collection

This proposal aims to adopt a deductive-inductive approach, combining quantitative and qualitative methods, to investigate the challenges that English teachers has been facing with post-pandemic students. In order to get comprehensive data about it this research will start with a diagnose by gathering surveys and interviews with teachers. The quantitative aspect will provide statistical insights, while the qualitative component will offer deeper understanding and context. By employing this mixed-methods approach, the study looks determine specific difficulties that teachers have in their learning environment.

10. Description of the beneficiaries and their main characteristics.

In another way. This proposal will benefit teachers, students and the educational institution, been the main beneficiated the teachers who are the facilitators of

learning. By incorporating the information set in workshop, they can enhance their classroom management skills.

Then, we have students that will be positively affected by NLP strategies due to them will improve their comprehension as well as their academic performance.

Finally, the educational institution because of the improvement of EFL learning environment will affect its academic results and will get institutional recognition.

11. Description of the research context

In order to set a context of this study it is important to know some facts that concern this proposal.

On the other hand, the Ministry of Education in Ecuador (MINEDUC) points out that the country registered 3,944,525 students enrolled, of whom 2.90% left their studies. Moreover, the Instituto Ecuatoriano de Censos (INEC) states in the database from July 2022 that 195,188 children and adolescents between the ages of five and seventeen dropped out of their schools, 23% of them said that they did not want to study, and 0.7% did so due to failure school.

Therefore, the research proposal will focus on the Valle de Los Chillos region of Quito. The Americas del Valle high school, which is under the jurisdiction of Distrito D08 and identified by the Amie code 17h01719, its location is along the Autopista General Rumiñahui, precisely at kilometer 11 on the route to Los Chillos, within the area known as Casa la Armenia. This educational institution offers a structured English language program, comprising 10 hours per week, distributed as two hours per day. It employs a staff of four English teachers and has a total of 76 high school students.

Considering these facts, English teaching needs a practical contribution to achieve the teacher's desired reach.

12. Description of the practical contributions of the proposal.

Neuro-linguistic programming offers practical contributions through this proposal bringing a new vision of strategies that influence and change positively thoughts and habits of a person to achieve success through perception, behavior and communication techniques. Delgado P. (2021)

Within education field, it improves on learning environments and promotes efficient communication during the learning process providing support for English language learners.

Taking in mind the facts checked before, this proposal will contribute analyzing Anchoring and rapport to promote student's motivation.

These are NLP techniques that can be applied for teaching language to stimulate continuous learning while increasing learner's self-confidence offering to teacher new methods to close the gaps between apathy and engagement.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need

Incorporating these NLP approaches in EFL classroom management is of greatest importance from various perspectives. Professionally, it addresses the need for continuous teacher development, enhancing instructional practices and career growth.

Methodologically, it offers innovative approaches to language instruction, tailoring teaching to individual learning styles and fostering effective communication.

Socially, it meets the need for inclusive and effective education, creating a positive learning environment aligned with the goal of providing high-quality education to meet the demands of students in a changing world.

14. Brief description of the content of the chapters

As a conclusion, this study will be developed in three chapters briefly summarized: Chapter I, it will explain the importance of Neurolinguistic and the potential effects of anchoring and rapport on teacher-student to promote students' motivation in EFL classroom.

Chapter II will analyze the data collected through surveys and interviews to diagnose the effectiveness of these strategies in improving student motivation.

Finally, Chapter III will design the two components based on anchor and rapport that will integrate the system of workshops to promote students' motivation in the English classroom.

PRE-TEST AND POST TEST

NEUROLINGUISTIC PROGRAMMING STRATEGIES			
SECTION 1: BASIC CONCEPTS			
1. Do you know what Neurolinguistic Programming is?			
Nothing	A little	Some	A lot
2. Do you know Neurolinguistic Programming Techniques?			
Nothing	A little	Some	A lot
3. Do you know what Rapport is?			
Nothing	A little	Some	A lot
4. Do you know what is Anchor is?			
Nothing	A little	Some	A lot
5. Do you understand the concept of learning motivation?			
Nothing	A little	Some	A lot
SECTION 2: PRACTICAL APPLICATIONS			
6. How effective do you find body language in enhancing the learning experience in classes?			
Highly	Moderate	Low	
7. Have you implemented the use of Place and Situation in your teaching practices?			
Highly	Moderate	Low	
8. Have you took advantage of peer influence to motivate your students in the classroom?			
Highly	Moderate	Low	
9. Have you employed sensory phrases to enhance learning in your classes?			
Highly	Moderate	Low	
10. Have you successfully increased student motivation in your classes using NLP techniques?			
Highly	Moderate	Low	

INTERVIEW

1. Do you find it more challenging to motivate your students to learn English after the COVID-19 pandemic?
2. Were you familiar with Neurolinguistic Programming (NLP) before?
3. Have you implemented specific techniques to engage and motivate your students in the classroom?
4. How effective have your teaching techniques been in fostering empathy with your students?

OBSERVATION CHECKLIST

NEUROLINGUISTIC PROGRAMMING STRATEGIES TO MOTIVATE STUDENTS IN CLASS			
Dimension: Rapport			
Body Language	Highly	Moderate	Low
Uses appropriate gestures and facial expressions to interact with students.			
Demonstrates empathy and engagement with students.			
Applies mirroring by replicating students' nonverbal behavior as closely as possible.			
Tone and Tempo			
Adapts tone of voice to match the environment and the emotional state of the students.			
Uses variations in tone to convey interest and empathy.			
The tempo engages with the class environment to enhance the learning process.			
Matching Words			
Uses similar words and phrases to facilitate better mutual understanding.			
The vocabulary used creates a sense of familiarity and understanding.			
Applies sensory phrases during the learning process.			
Dimension: Anchor			
Intensity			
Use interactive exercises to create memorable experiences.			
Share stories or anecdotes that induce emotional engagement to create stronger memories.			
Use visual aids to make the content more vivid and memorable.			
Uniqueness			
Use routines or activities, to stimulate memories or feelings from everyday stuff.			
Use sensory strategies to help students remember and connect feelings or memories more clearly.			
Use materials to help students remember their feelings or memories more accurately and exactly.			
Timing			
The activities enhances students' comprehension and retention of the subject matter.			
Evaluate if students remain focused and actively participate during the lesson due to well-timed activities.			
Enables students to make connections between previously learned material and new content effectively.			
Place and Situation Matter			
Create an environment that contribute positively to the learning experience by enhancing engagement and focus.			
Take advantage of place and situation to facilitate better understanding and retention of the material.			
The environment and context suggest emotions that are conducive to the learning process and contribute to a positive learning atmosphere.			
Dimension Extrinsic Motivation			
Peer Influence			
Encourage interaction and engagement among students in peer groups.			
Promotes between peer's support interest and motivation to learn in a positively.			
Take advantage of students with better academic performance to support and motivate progress of students who do not.			
Past Learning Experiences			
Use past success or good development of students to influence their motivation and confidence in the learning process.			
Encourage to students with past difficulties to motivate self-confidence during the learning process.			

Provides support and guide to students to address their specific needs with diverse learning histories.			
Knowledge from Past Learning			
Assess students' prior knowledge and readiness based on their past learning experiences.			
Use student's prior knowledge effectively as a resource in the current classroom.			
Reinforce prior knowledge from students with less background to impact on motivation and learning outcomes.			
Intrinsic Motivation			
Physical Conditions			
Promotes a positive and conducive learning environment, allowing students to engage comfortably and interact with both peers and teaching materials.			
Promotes physical conditions enhance students' focus, well-being, and motivation to participate actively in the learning process.			
Promotes availability and accessibility of teaching materials, including textbooks, technology, and supplementary resources to contribute a more motivating and effective learning experience for students.			
Teacher Influence			
Employ engaging and interactive teaching approaches that capture students' interest and enthusiasm for learning.			
Offer constructive feedback and support tailored to individual student needs to impact positively on student motivation.			
Create a caring, respectful, and supportive atmosphere in which students feel valued to enhance motivation and a desire to learn.			
Teaching Methods			
Promote the diversity of instructional activities and tasks to prevent monotony and keep students interested in the learning process.			
Implement students collaborative learning strategies that enhance their self-confidence, sense of responsibility, and the enjoyment of working together.			
Teachers adapt their teaching methods to accommodate different learning styles and student preferences.			