THE IMPLEMENTATION OF NEURO-LINGUISTIC PROGRAMMING (NLP) TECHNIQUES IN PRIMARY GRADERS' ORAL PERFORMANCE IN ENGLISH FROM THE INSTITUTO KENNEDY IN PEREIRA

Natalia Rojas Botero

María Angélica Tolosa Mendoza

Universidad Tecnológica de Pereira

Facultad de Bellas Artes y Humanidades

Licenciatura en Bilingüismo con Énfasis en Inglés

Pereira

2017

THE IMPLEMENTATION OF NEURO LINGUISTIC PROGRAMMING (NLP)
TECHNIQUES IN PRIMARY GRADERS' ORAL PERFORMANCE IN ENGLISH FROM
THE INSTITUTO KENNEDY IN PEREIRA

Natalia Rojas Botero
María Angélica Tolosa Mendoza

Trabajo de grado como requisito para obtener el título de Licenciado en Bilingüismo
con Énfasis en Inglés

Trabajo dirigido por:
Enrique Demesio Arias Castaño
Asesor

Abstract

This classroom project shows results on the implementation of five Neuro-Linguistic Programing (NLP) techniques: anchoring, mirroring, visualization, mind mapping and positive verbal reinforcement to evidence the effect in the speaking skill of 37 fifth-grade students in a state school in Pereira. The pre-service teachers exposed the students to the NLP techniques during 11 English lessons through different speaking activities in order to collect and analyze data in terms of professional growth, students' responses and students' linguistic outcomes via instruments such as students' artifacts, observations and journals. Therefore, the teachers designed the lessons and then they reflected on them. Consequently, the results obtained from this implementation indicated that most of the applied techniques affected positively students' performance in speaking activities as they produced the expected vocabulary and structures during these activities. Additionally, it was proved that these techniques aroused students' motivation in speaking due their active participation. This all together impacted the students' English learning.

Resumen

Este proyecto tiene como objetivo mostrar los efectos de la implementación de cinco técnicas de Programación Neurolingüística: *anchoring, mirroring, visualization, mind mapping and positive verbal reinforcement* para impactar en la habilidad del habla en inglés de 37 estudiantes de grado quinto de un colegio de la ciudad de Pereira. Los practicantes expusieron a los estudiantes a estas técnicas durante 11 clases con el fin de recolectar y analizar información relacionada con crecimiento profesional de los profesores, respuestas y producción lingüística de los estudiantes a través de instrumentos como producciones de los estudiantes, observaciones y diarios de campo. Por lo tanto los profesores diseñaron y reflexionaron sobre las lecciones. Consecuentemente, los resultados obtenidos de la implementación de este proyecto indicaron que la mayoría de las técnicas aplicadas afectaron positivamente el desempeño de los estudiantes en actividades del habla ya que produjeron el vocabulario y las estructuras esperadas en estas actividades. Además, se comprobó que estas técnicas despertaron la motivación en los estudiantes en la habilidad del habla debido a la activa participación que ellos estuvieron durante las actividades. Todo esto en conjunto, tuvo un impacto positivo en el aprendizaje de inglés.

Table of contents

Introduction

Neuro-linguistic programming (NLP) has achieved considerable popularity as an approach to communication, learning and personal development. It has been used widely in education field, yet is a subject about which the academic world is almost silent. Nevertheless, Legall and Dondon (2006) reported that the NLP worked successfully in education by strengthening the teacher-student relationship and increasing the motivation of the students when learning. To say more, they considered NLP as an instrument to connect behavior between people in order to a better understanding of their opinions and to individuals to reach personal goals.

In this light, this classroom project concerns not with attempting to validate NLP, but to apply some of its techniques in English oral performance activities in order to evidence the effect in students from a public school in Pereira. In the next sections, concepts and studies related to this project will be presented to provide an overview about the practitioners' expectations. The five NLP techniques used during this project and the instruments to collect data will be presented as well. In addition, two studies that deal with the use of NLP techniques in ESL classrooms will be provided. The implementation of these studies occurred in different contexts and with different participants, but showed significant results that contributed to the development of this classroom project.

Regarding the context and participants will be describe in the methodology section of this paper. Then, the results from this classroom project are categorized into three main aspects: professional growth, students' responses and linguistic outcomes. The professional growth section includes teaching strategies and skills subcategories, and students' responses and the linguistic outcomes sections includes the results obtained from each NLP technique.

Besides, these results were obtained after the analysis, codification and systematization process of the data collected during the implementation. Finally, the conclusion and the implications for this classroom project are presented at the end of the paper.

1. Justification

In the 21st century, one of the effects of the globalization is the increased interest in learning a second language that according to the UNESCO (The United Nations Educational, Scientific and Cultural Organization) must be considered an essential part of the education in the present world as it enables people to move in more than one culture. Moreover, English language is considered the most common spoken language among many countries in the world. The Common European Framework (CEFR) has also a similar view as the UNESCO since they consider that learning the English language can help people to "overcome the barriers to communication" (CEFR, 2001, p.1).

Taking this globalized perception of the English language to the Colombian context, The Ministerio de Educación Nacional (MEN) has implemented different action plans that aim to improve the level of the English language in the students in Colombia. The current project is named Colombia Very Well! Which aims at graduating high school students with a B1 proficiency level of English, according to the CEFR, in a period of time from 2015 to 2025. According to the previous information, the MEN aims to reinforce the idea of bilingualism, which refers to "the phenomenon of competence and communication in two languages" (Carter & Nunan, 2001, p. 93) in the Colombian citizens. In order to achieve this aim, the MEN established that it is required the teaching of the English language in primary and secondary school. For that reason, they created the Guía 22, Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, which establishes the patterns that teachers must follow at the time of teaching the language in Colombia. This guide is composed by the criteria and standards to evaluate students' performance in English in the four communicative skills: Reading, writing, listening and speaking. That criteria is standardized per levels during the student's scholarly process.

During the scholarly process of the students, the MEN evaluates their level of proficiency in English by applying standardized tests in 3rd, 5th, 7th, 9th and 11th grades. These tests are implemented by the ICFES (Instituto Colombiano para el Fomento de la Educación Superior). Regarding the English language area, the ICFES evidences the level of proficiency taking into account the levels from the CEFR, which considers the four communicative skills to accomplish any level. For instance, a result of the evaluation of this area in a student by one of these tests can be "A2". However, and as we said before, those levels concerns the four communicative skills, but the real test only measures the reading comprehension and writing skills. They do not own a component in which listening or speaking skills can be evaluated. This fact, lead us to question the process of bilingualism that the MEN aims in the Colombian institutions since they set aside the supervision and evaluation of two communicative skills.

For this classroom project, we want to pay special attention to the speaking skill as it seems to represent a gap in the process of learning English in the Colombian context in order to accomplish the MEN's aim. Moreover, there is a need of recognizing its importance in the process of learning the English language. As Richards (2008) highlights, mastering the speaking skill is crucial for ESL learners since they measure what they have learned with their spoken proficiency by the end of a course. The problematic in Colombia regarding the speaking skill turns around the fact that it has been undervalued in ESL classes. For instance, according to a study conducted by Balcárcel (2003) teachers talk the majority of the time during the lesson, thus the students have little participation during the class. Hence, the students are unable to develop the speaking skill since it has not been practiced.

Another perspective regarding this problematic in Colombia, is exposed by Gutiérrez (2005) who points out some aspects that might limit the practice of the four communicative skills in the English classroom. He highlights that in some situations the lack of materials, the number of students and the overuse of grammar approaches can affect the development of those skills. As a result, he gives special attention to the speaking skill by saying that it is directly affected since students are not able to express themselves orally and they only pronounce isolated meaningless words. Considering a local perspective, according to a study developed by Arias, Ramos, and Cardenas (2012) in Risaralda, it can be assumed that another reason why the speaking skill lacks of practice in the English classroom can be given the teacher's methodologies that relies on a grammatical ideology. In this case, teachers focus more on the structures rather than in the oral interactions.

Based on the aforementioned, in this classroom project we will look for the implementation of some techniques from the Neuro-Linguistic Programming (NLP) area, which is considered in education as "an approach to communication, learning and personal development" (Tosey, 2010, p. 317) with the purpose of reinforce the practice of the speaking skill. We will also consider the possible affective filters that students might face by creating a healthy learning environment through the techniques. The selected techniques for the implementation of this classroom project are: Anchoring, mind mapping, visualization, positive verbal reinforcement and mirroring that will be defined in detail in further chapters.

The implementation will be held in primary school students, since they are the basis of the learning process. It can be that, if they have good basis from primary school, they might accomplish the MEN's aim by the end of their scholarly process. In addition to this, by applying the NLP techniques, the institution in which this classroom project will be carried

out will benefit of the exploration of the techniques and will be provided the evidence of the

possible outcomes. Moreover, as being implemented in primary school, this opens the

opportunity for learners to overcome possible affective filters when speaking and creating a

connection with the English language since they are children.

1.1 Objectives

1.1.1 Teaching Objectives

General Objective: To report the effect of the Neuro-Linguistic Programming techniques in primary students' oral performance.

Specific Objectives:

- To design oral performance activities supported by the NLP techniques.

- To analyze the effect of the implementation of the NLP techniques in the student's' participation in oral performance activities.

1.1.2 Learning Objectives

*General Objective***:** To recognize the Neuro-Linguistic Programming techniques as a support for students to participate in oral performance activities.

Specific Objectives:

- To demonstrate the effects on the development of speaking tasks related to the NLP techniques.

2. Conceptual Framework

Given the fact that this classroom project will involve different aspects to review, this conceptual framework aims to provide an historical background about the definitions of the

most relevant concepts that are going to be considered in this classroom project. In the following lines, Neuro-Linguistic Programming (NLP) and Speaking will be defined and analyzed according with the project's needs. For this reason, in this paper the reader will find all the characteristics related with NLP, speaking, and some affective filters that are necessary for the understanding of this project.

2.1 Neuro-Linguistic Programming

The Neuro-Linguistic Programming is a theory that has been applied in several fields among the years. For this classroom project, this theory is going to be implemented in the EFL area, specifically in the development of oral performance activities. With this in mind, it is needed to report the different definitions about this theory to illustrate better what it is about.

To begin with, Legall and Dondon (2006) and Tosey and Mathison (2010) agreed with the definition proposed by Grinder and Bandler (1970) quoted by the Oxford English dictionary ("Neuro-linguistic Programming", 2016) where they characterized Neuro-Linguistic Programming (NLP) as an internal process in which the individual articulates their mental thoughts with what they produce and how they behave. For instance, if a person wants to stop saying "bad" words, the NLP is reflected in how this person program the mind for getting used to the behavior of saying positive words. According to Grinder (1970), this notion of NLP help people with their communicative skill, interpersonal, professional or any intrapersonal trouble that requires some improvement.

To further understand this concept, Legall and Dondon (2006) defined each word of the abbreviation NLP in the following way: Programming refers to the thoughts and attitudes people register according to their experiences. Neuro explains how the previous process

depends on the either way the brain grasps and accumulates the external information, and linguistic is how the information is expressed, with verbally or nonverbally language. Another perspective of how Neuro-linguistic programming is perceived is the one Casale proposed in 2012. He perceived NLP as a set of techniques that model the listener's subconscious, so it allows a significantly communication and the ability to persuade people, or the person itself (Casale, 2012).

For this classroom project, the NLP notion that fits the most with its purpose is the Grinder's notion, which emphasize the area of communicative skill. This concept along with his definition that stated that the NLP helps individuals to improve the areas in need (Grinder, 1970). For a better understanding of the NLP success, this theory has been applied in the educational area as well as in EFL. In the following lines, those processes are described.

2.1.1 Neuro-linguistic Programming in Education

NLP has influence in education in the way it has impacted the learning process of the students in a variety of aspects such as reducing anxiety, improving their skills and even motivating the students to learn. For this paper, three authors that have considered NLP in learning are going to be reported. Actually, Legall and Dondon (2006) experienced that the NLP worked well in education by strengthening the teacher-student relationship and increasing the motivation of the students when learning. To say more about their perception, they considered NLP as an instrument for two purposes. First, as an instrument that helps to connect behavior between people in order to better understand their opinions. Second, they considered NLP as an instrument that can help individuals to reach personal goals.

In order to expand the conception of NLP in the educational field Carey, Churches, Hutchinson, Jones and Tosey (2009) declared that NLP is an effective theory in education that seems to be increasing. They believed that "there is much that is useful to schools in relation to understanding the nature of influential language as defined by some NLP writing" (Carey et al. 2009, p. 30). These authors support this idea in the results they reported from a research paper in which various case studies were analyzed from different primary and secondary schools. They found in these case studies that the use of NLP techniques improves the quality of the teaching and learning process. On the one hand, the NLP techniques affected positively in the behavior and learning of those students, along with conserving a positive environment for them.

A last perspective of this concept in the area of education was proposed by Tosey (2010), who highlighted that despite the fact of having lack written information about NLP in education, it is in fact gaining popularity among the experts in the field by being recognized as "an approach to communication, learning and personal development" (Tosey, 2010, p. 317). That is to say, that NLP helps in the improvement of oral interactions, learning process, or to model an individual's behavior. The previous information is collected because of a study that evidence that the NLP in education and teaching can be effectively applied conducted by this author in 2010.

Considering the previous conceptions of NLP in education, the present classroom project is going to consider the positive influence of this theory in education rather than selecting one single concept for the project. In this sense, the previous authors argued that NLP is considered as positive tool in the teaching and learning field which let us to say that it

is viable to apply it in this project. Furthermore, to get a better notion of how to apply this theory in the EFL area, the following paragraphs are going to describe the NLP effect in EFL applications.

2.1.2 Neuro-linguistic Programming in EFL Applications

Having identified some of the concepts about the NLP in education, there is an articulation with the EFL area, which is the interest area of this project. With this intention, we are going to mention three author's perspectives of NLP in EFL based on the results of their studies. First, Thornbury (2001) includes the concept of NLP in EFL by saying that it is an effective approach in language teaching and learning. That is to say, that the NLP can change the perspective of the student's' life, it can motivate them to learn, and it can also improve relationships among students and finally, that it can raise the communication in classroom.

The previous author's perspective wide the paradigm about the positive application of the NLP techniques in the English Classroom; in the same line, Pishghadam, Shayesteh and Shapoori (2011) indicated that there is data collected that supports the positive effect of the application of NLP techniques in education, specifically in EFL. They stated that "language teaching is based on communication and interaction, fostering a close rapport is of fundamental importance in class" (Pishghadam et al., 2011, p. 914) and, from this perspective, NLP techniques aims to build rapport and to bring changes in learning attitudes to achieve effective learning. These authors based the previous information on the results they obtained from a study that intended to validate the NLP in the field of EFL classrooms. They found that by implementing the NLP techniques in the EFL classes, students are more

emotionally engaged into the class environment, and they have the opportunity to learn efficiently.

In the same fashion, Lashkariana and Sayadiana (2015) also agreed with the authors mentioned above regarding the fact that using the NLP techniques in EFL classes promote positive engagement and rapport that generate effective learning. Furthermore, they focused their attention on learners' level of motivation, which increases by the application of these techniques. To better understand, they emphasized that "providing NLP techniques in EFL settings where teachers' support and learners' feelings are important ways through which learners can improve their attitudes and language proficiency" (Lashkariana and Sayadiana, 2015, p.516) and as a result they become active learners.

After defining how the NLP has worked in the area of EFL, in this classroom project we want not only to see the effect of the NLP applied in the performance of oral presentations, but also to create an environment in which the students can feel comfortable and confident. That is to say, the aim of this project is to implement NLP in the student's oral performance in English, but to get to that stage it is necessary to make the students feel motivated and confident. To achieve this purpose, the NLP implemented some techniques that are defined in the following lines.

2.1.3 Neuro-Linguistic Programming Techniques

To meet its goal, the Neuro-Linguistic Programming established several techniques that have had several interpretations and applications in several fields such as health, phobias,

depression, business or education. For this paper, some of the NLP techniques that have been applied in the areas that are aligned with this classroom project are going to be highlighted in terms of English language training, education and public speaking skills. In the first place, Darn (2006) described some NLP techniques that had been carried out by practitioners in EFL classrooms. Techniques such as creating rapport, mirroring, creating positive states and anchoring, maintaining flow, pacing and leading, perceptual positioning and modelling good practice, are considered by this author since they are involved in the rapport among students and teachers. Furthermore, this techniques promote a pleasing environment in classrooms.

To add another view of the techniques, and to contextualize the NLP techniques in a broader concept Carey, Churches, Hutchinson, Jones and Tosey (2009) recorded a set of NLP techniques that were employed in various case studies, in primary and secondary school, that showed positive and significant effects in the learning domain. Anchoring, eye accessing cues, relationship rewards, storytelling and metaphor, meta-model questioning, Milton model language, non-verbal communication, rapport, sensory acuity, sub modalities, visualization and well formed outcome, were techniques implemented by teachers to obtain better outcomes and learning environment.

This conceptual framework mentioned before the fact that the NLP techniques can be applied in EFL as well as in education in general terms. As these techniques have been interpreted and applied in different ways, in the following lines are going to described the techniques reported by Casale (2012) and Arthur (2012) which are considered by them as a helpful tool in the improvement of language use or motivation when practicing oral

performance activities, which is the focus of this project. He highlighted the following techniques that we are going to consider for the application of the project:

- *Anchoring:* This technique allows the individual to get a fluent speech since it creates anchors in the mind of the individual that when recalling them, generates a state of confidence. Anchoring uses words, images, gestures, as anchors that usually recalls positive states of the mind such as happiness or relaxation.

- *Visualization*: This technique approaches to think about the person itself in a specific situation in his mind, for instance having a confident and fluent speech to practice in their minds and facilitate the performance.

- *Mirroring:* This is one of the most useful techniques applied in NLP. It consists in mirror the actions, attitudes, or even pronunciation at the time of talking of a person who owns plenty abilities. Most of the time this process is unconscious.

- *Mind mapping:* With the application of this technique, the facilitator will consider the different learning styles the students might have. Having this in mind, learners have a possibility to create a healthy mental state in which they will learn according to their needs or interests.

- *Positive verbal reinforcement:* This technique allows the learner feel comfortable with the learning process since the facilitator should use positive feedback and encourage student with positive words at the time of performing activities.

The five techniques defined above, will guide the development of this classroom project since they are going to be applied in the students in terms of oral presentations in the way they perform. |In the development of this classroom project the level of motivation of the students, as well as the affective filters that might affect their performance, play an important role since they might affect or contribute to the development of the students' oral performance activities in the EFL classroom. For that reason, those concepts will be defined as follows. Equally important, our project also deals with the affective filter hypothesis and the affective factors, concepts that will be defined and described as follows.

2.2 Affective filter hypothesis

Pointing at the importance of the learner's feelings when acquiring a foreign language, Prof. Stephen Krashen proposed the affective filter hypothesis. Richards and Rodgers (2001, p.183) explain Krashen's theory by saying that students who acquire foreign languages with a low affective filter, receive more input, evidence a higher level of confidence and are more receptive to the language. Richards and Rodgers (2001) report that Krashen proposes three different affective factors that are relevant to this hypothesis, which are self-confidence (self-esteem), anxiety and motivation. These factors will be explained below.

It is important to consider the affective factors the students might face when learning a foreign language, since there is more inside the student that affects its process. as Caine & Caine (1991, p. 82) cited in Ming (2007) "We do not simply learn, what we learn is influenced and organized by emotions and mindsets based on expectancy, personal biases and prejudices, degree of self-esteem, and the need for social interaction[...]". This means that the feelings of the learners towards the subject, the teacher, and even by their classmates, could

be a key factor in their learning process. If the emotions are negative, there could be fewer possibilities of positive results in the process. Another affective factor that can affect students is anxiety which is defined in the following lines.

2.2.1 Anxiety

According to the online dictionary of psychology, anxiety is defined as "an unpleasant emotional state resulting from stress or conflict and characterized by fear and apprehension". However, anxiety is not only found in this field, it is also found in the educational field. Many researchers suggest that anxiety as an affective factor in a learning process could be evidence of how the development of the learning process is, and what the result will be. Jones (2004) cited in Buitrago (2008, p. 28) defines this phenomenon in the language learning process "as a fear provoked when the learner is asked to speak in the second or the foreign language in public, with the risk of social embarrassment". In addition, Von Worde (2003) concludes in his research that anxiety has a negative effect in language learning. Fears, nervousness, insecurity and lack of self-confidence are related to language anxiety.

2.2.2 Self-esteem

Andres (2002) cites Coopersmith (1967),defines self-esteem as "a personal judgment of worthiness that is expressed in attitudes that the individual holds towards himself, and indicates the extent to which the individual believes in himself to be capable, significant and worthy", so, we can understand that self-esteem is how we judge what we are capable of doing in any matter. Brown (2007) mentions that self-esteem is a factor that influences the performance of a person in the development of any kind of activity. Furthermore, Sarmiento and Sanabria (2003) take self-esteem to the language learning field and explain that self-esteem can be found in the classroom setting when the students are put in a situation where

they have to compete academically against their partners, Sarmiento and Sanabria (2003) emphasize that this circumstance "provokes feelings of success and failure" (p. 84). As mentioned before motivation is also an external factor that influences the process of acquiring a foreign language, for that reason it is defined below.

2.3. Motivation Definition

Through the years, the concept of motivation have been interpreted among the experts in the field considering different perspectives. In this case, we want to highlight three of the definitions that consider motivation as an effort, as a desire for change, and as an attitude. At the beginning of the 21st century, R. Johnson and D.Johnson (2003) defined motivation as the effort to complete activities that one feels relevant or useful, they said that "motivation is the study of action" (Johnson & Johnson, 2003, p. 137) which means that motivation is what encourage people to make efforts to achieve goals. Six years after, Hong, Cheng, Hwang, Lee and Chang (2009) changed the notion of motivation as an effort by describing motivation as a desire for a change. That is to say that motivation is the force that make individuals want a change when facing transcendental situations. After this proposal, the concept of motivation changed from a behaviorist perspective defined by Mayer (2011). He pointed out that motivation is linked with behavior in the sense that it is an inner attitude that launch and preserve people in the process of attaining goals. In other words, motivation is and internal process of the individual, that initiate and stimulate the continuous individual's process of achieving objectives.

For our project, we want the students to find in the NLP techniques the force that make them initiate and remain in the process of improving their speaking skills when learning English as a foreign language. For that reason, accordingly to the previous definitions we consider that Mayer's contribution to motivation is the most suitable since it has a broad

perspective of motivation. It embrace the steps from beginning and maintaining the process of achieving goals.

2.3.1. Motivation and Learning

In foreign language acquisition, as motivation impact differently in learners by having different types, it also impact the general process of learning. A sort of authors have discussed how motivation can impact the process of learning a foreign language, in this paper we want to present three contributions that evidence motivation in the learning process as the support in the process, as the key to motivate students, and as an instrument for learning. Considering this, Cheng and Dörnyei (2007) reported that motivation plays not only the role of testing the achievement of goals in foreign language acquisition, but also as the impulse to induce and support the process of learning a foreign language. In other words, they consider that learning a foreign language is a demanding and unceasing process that requires to be supported, in this case, by motivation. Away from the foreign language acquisition field, Chi Nguyen (2008) contemplated motivation in learning in a broad perspective. She emphasizes that independently of the conditions, there is no learning if there is no motivation. For this reason, she believes that being in contact with interesting situations for the students "who do not want to learn" (Chi Nguyen, 2008, p.1) will help them to increase their level of motivation and hence they will learn.

To return to the subject of foreign language acquisition, Mahadi and Jafari (2012) added to the perspective of Chi Nguyen (2008), the idea that motivation works as an "instrument for the student" (Mahadi and Jafari, 2012. p.234). This means that learners use the language to satisfy their needs, and from this needs the motivation is borned. It is evident that motivation plays a role in the process of learning a foreign language according with the

authors mentioned above. This specific classroom project is going to considerer the Mahadi and Jafari (2012) perspective of motivation as an instrument in the process of learning English as a foreign language since the idea is that the participants find in this process the need for applying the NLP techniques, and from that need they can find their motivation.

Considering all the concepts included in this conceptual framework, is evident that there are works and studies about the application of the NLP techniques in the educational area and more specific in EFL applications that shows positive outcomes in the students. Taking this into account, for this classroom project, it is going to be considered the NLP theory as a helpful tool in the improvement of the communicative approach (Grinder, 1970). Moreover, for the implementation of this theory we are going to apply five different techniques that have been proved in the improvement of public speaking skills, which are anchoring, visualization, mirroring, positive verbal reinforcement and mind mapping, proposed by by Casale (2012) and Arthur (2012). By applying these techniques, we expect to see the effect of their application in their performance of EFL oral performance activities, and see if there is actually any effect in student's motivation or language incensement.

2.4. Speaking Skill Definition

Speaking is one of the four communicative skills that a person should acquire fluently in the second language in order to achieve an effective communication with others. In the following lines, definitions that support the previous statement are given by considering three authors' perspectives. The first definition is provided by Febriyanti (n.d.), who considered speaking as an important skill that EFL students ought to achieve in order to success in

communicating in the target language. This author considered that this skill is a process of creating and distribute meaning by applying verbal and nonverbal symbols in context. That is to say, that she believed that a person that master the speaking skill would better communicate with others by send or receive information from a peer.

Nunan (2004) added a more constructed definition of this skill by taking into account different factors. First, according to the productive-receptive skills, speaking is considered productive since it is the language that an individual produces. Second, he considered the channel that is the way in which a message is delivered (aural/oral or written). Given this conceptions, he defined speaking as a "productive aural/oral skill that consists of producing systematic verbal utterances to convey meaning" (Nunan, 2004, p.48). He stated that this skill could be the hardest to develop in second language acquisition, considering that it is a real time interaction and in fact, a person cannot revise or edit what is said.

Finally, Torky (2006) added more components to the definition of speaking. This author offered in her study the definition of speaking as "students' ability to express themselves orally" (Torky, 2006, p.30) displaying control of competences such as linguistic, discourse, pragmatic and fluency. To rephrase it, speaking is the ability to express oneself orally and embracing the pragmatic principles by using appropriate pronunciation, coherence, fluency, grammar and vocabulary. The last definition proposed by Torky (2006), guide the intention of this work in the sense that it provides a more complete description of the factors that concern the speaking skill, which is the area of interest of this project with the idea of applying the NLP techniques in oral performance activities. Considering the oral performance activities as the focus for this project, it is important to have clear the different types of activities that might be use in the implementation of this classroom project.

2.4.1. Types of Speaking

After having defined the concept of speaking, it is necessary to break down the concept into different types. In the following lines are considered two perspectives of types for this concept, the first proposed by Brown (2001) and the second proposed by Richards (2008). Firstly, Brown (2001) proposed monologs and dialogs as types of speaking. He defined the first as the performance that an individual carry out in front of an audience, without interruptions and in any length of time. At the same time, he divided this type into planned and unplanned monologs. Planned monologues, such as speeches or classroom presentations, implies having a previous written preparation before the performance, for this reason the author highlighted that they tend to be less understandable for the audience since the speaker avoids redundancy. On the other hand, unplanned monologues, such as long stories on conversation, or improvised speeches, tends to be clearer for the audience since they are improvised or spontaneous speech, for this reason the speaker is not able to avoid redundancy.

The second type of speaking proposed by Brown (2001) is dialogs. He defined dialogs as the interaction of more than one speaker to exchange information in two different ways. The first, which is called interpersonal, aims to create close relations between the participants; for example, a talk with familiar people like friends. The second, which is called transactional, aims to only provide factual information between the participants; for example, a talk between a seller and a customer.

Seven years after the proposal of Brown (2001), Richards (2008) defined the types of speaking with a similar conception. However, they differ in one aspect, which is the way they

propose the types. This author, classified the speaking functions by broadening the three concepts of Brown and Yule's framework: talk as interaction, talk as transaction, and talk as performance. The first type talk as interaction, evokes what it is known as "conversation", which implies the (mutual/ reciprocal) exchange of information and thoughts in formal or informal circumstances. This exchange "serves a primarily social function" (Richards, 2008, p. 22) since its aim is to settle a friendly atmosphere and focus on how the speaker expresses. Examples of this kind of talk, are the casual conversations that people have in everyday life; for instance, telling a friend an experience, asking a classmate about an assignment, or a casual conversation in a coffee shop. In this kind of situations predominate the social interaction.

The second type, talk as transaction, differ from talk as interaction since it focuses on the message and how clear and fluent the speaker expresses in order to makes himself understood. The situations in which this type of interaction takes place is not social related, its intention is not to establish a friendly relation with the peer. Instead, this type of interaction is only an interchange of information where the message is the main focus. For instance, actions such as asking someone for directions and making a telephone call to obtain flight information are examples of this type of speaking.

Finally, the third type of speaking according to Richards (2008) is talk as performance that refers to "the talk that transmits information to an audience" (Richards, 2008, p.65). This type is different from the others in the sense that there is no interaction between the participants, hence one person present information orally and the other(s) listen. According with this author, this type of speaking is considered as a monolog rather than a conversation

and it focus on the impact on the listener; for example, classroom presentations, speeches, or public announcements.

The third type of speaking proposed by Richards (2008) that is talk as a performance fits properly with the need of this classroom project since the focus of this project is to see the results of the implementation of the NLP techniques in oral presentations that is an activity of this type of speaking. In order to see the effect of the NLP techniques applied in oral presentations, for this project will be considered the fluency aspect of speaking. For further understanding of this concept, in the following lines is provided its definition.

2.4.2. Qualitative Aspects of Speaking

According to the Common European Framework of References (CEFR), there are five qualitative aspects of the spoken language which are: Range, accuracy, fluency, interaction and coherence. For this classroom project it is necessary to clarify the concept of fluency since is the way in which the effect of the NLP techniques will be reflected in the oral presentations. A first definition of this concept is provided by the CEFR (2001), which define fluency as an ability to maintain the flow of the oral interaction by articulating utterances with the pausing enough. Moreover, this definition of fluency evolved when Thornbury (2005), defined fluency as a process that involves several aspects. First, having a natural speed during the conversation. Second, avoiding frequent pauses. Pauses can exist and can be long, but they cannot be frequent. And third, this pauses occurs in transition points, not in the middle of an utterance, and they are usually filled with pause fillers (sounds like uh, um), expressions like "I mean", or by repeating the previous words.

In the same fashion, Nation and Newton (2009) considered fluency taking into account some aspects previously highlighted by Thornbury (2005). They said that fluency depends on the number of hesitations the speaker has and the speed of talking. In other words, if a person maintains a natural speaking speed and keeps the hesitations down can be considered as a fluent person. The three of the definitions are in the same line by have an agreement in most of its aspects. However, for this project the perspective proposed by Thornbury (2005) will be considered in the sense that it involves a broader conception about the elements that influence fluency. Having defined the characteristic of speaking that will be considered for this classroom project, it is also relevant to define the types of speaking activities, especially oral presentations, which is the target activity in this project.

2.4.3 Speaking Activities

There are an enormous bank of speaking activities that have been applied for many experts among the years. To illustrate this previous statement, some of the activities considered by Thornbury (2005), Kayi (2006) and Richards (2008) are going to be listed as follows. Firstly, Thornbury (2005) proposed some general categories of speaking activities such as drilling and chants, writing tasks, reading aloud, assisted performance and scaffolding, dialogues, communicative tasks, tasks repetition. The categories presented, include activities that enhance the learning of students' speaking skill due to fact they allow students to appropriate and control this skill.

Later on, Kayi (2006) suggested some activities to promote speaking such as discussions, role-play, simulations, information gap, interviews, reporting, picture narrating and describing, and find the difference. He added that these activities not only strengthen the basic interactive skills fundamental for life, but also they develop meaningful learning and

increase students' participation in their own learning process. To provide a last definition, as it was seen in previous concept definitions in this conceptual framework, Richards (2008) categorized the concept of speaking in three types, one of those that is talk as a performance. This type of speaking involves some activities that he listed in his work, such as giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sales presentation and giving a lecture.

In the development of this conceptual framework we consider the concepts that might be necessary to have clear in the stage of the implementation of this classroom project. After considering different perspectives from several authors, this conceptual framework concludes by highlighting the positive application of Neuro-Linguistic Programming in the EFL area, specifically in the use of five different techniques that can be applied in the development of oral performance activities. It was also considered the external factors that might affect student's performance in EFL, such as motivation and the affective filters. There is strong evidence that show the viability of applying NLP techniques in the EFL classroom, our ideal with this classroom project is to confirm the possible effectiveness in the different oral performance activities nowadays and consider the concepts defined in this chapter to guide the implementation stage.

3. Literature Review

Across the years, there has been different methods to approach the learning process of English as a second language. For this classroom project, we will consider the Neuro-Linguistic Programming proposed by Bandler and Grinder in California, United States in the 1970s as a way to present the language giving special attention to the speaking skill. For that reason, in this literature review we are considering two research articles that pointed out the positive results of using the Neuro-Linguistic Programming as a way of teaching and learning English.

The first research article named "*Effective Ways of Teaching and Learning English through NLP Techniques*" carried out by Saman T. (2006), evidenced how the implementation of techniques and activities based on NLP presuppositions positively influenced the English language learning process and the development of the four skills, especially speaking. Therefore, the second research article named "*The effect of Neuro Linguistic Programming (NLP) techniques on young Iranian EFL Learners' motivation, learning improvement, and on teacher's success*", conducted by Lashkariana and Sayadiana (2015), evidenced that by using the NLP techniques the students increased their motivation, and showed a learning improvement.

To begin with, in the exploratory study conducted in Turkey by Saman (2006), she aimed to investigate the use of an alternative method called NLP that could lessen some difficulties such as anxiety and demotivation, which ESL learners face during their learning process. Also, she aimed to provide activities and techniques based on NLP presuppositions which assist learners to develop the four communicative skills, particularly speaking. In the same line, this study focused on the following six research questions:

1. What sort of techniques do teachers generally apply in teaching English in the preparatory class? Are these techniques helpful to make learners understand the topic?
2. Are teachers aware of any NLP techniques?
3. Are teachers aware of the NLP presuppositions which are in the heart of NLP, or do they apply these presuppositions subconsciously?
4. Besides these presuppositions, are the teachers aware of the importance of the representational systems in NLP; which are called VAKOG. They refer to: Visual (Images), Auditory (Sounds), Kinesthetic (touch and internal-feelings), Olfactory (smell) and Gustatory (tastes)?
5. Do they select appropriate activities which contain these representational systems?
6. Will the techniques that are used in NLP be beneficial in implication for the learners who are learning English as a second language?

The participants that were involved in this study were 36 students divided into two groups of pilot classrooms at the Preparatory School at Çağ University in Mersin, Turkey. The 36 participants were divided into 19 students in one classroom and 17 in the other. The level of the students was pre-intermediate and all of them participated in the questionnaire conducted by the researcher and in the NLP activities.

As a first step of the procedure in this study, the researcher carried out a questionnaire in order to identify the types of learners according to the VAKOG criteria with the purpose of applying the NLP techniques and activities which would make the learning process meaningful and inclusive in a beneficial atmosphere. Once she collected the results of the questionnaire, she moved on into the selection of the NLP presuppositions to work on. Consequently she implemented classroom activities and techniques based on 11 presuppositions which were simple and practical to use in the classroom. These presuppositions were:

1. The map is not the territory: we all have different maps of the world.
2. Mind and body are interconnected: they are the parts of the same system, and each affects the other.
3. There is no failure, only feedback.
4. The map becomes the territory: what you believe to be true either is true or becomes true.
5. Knowing what you want helps you to get it.
6. The resources we need are within us.

7. Communication is non-verbal as well as verbal.
8. All behavior has a positive intention.
9. The meaning of my communication is the response I get.
10. Modeling excellent behavior leads to excellence.
11. In any system, the element with the greatest flexibility will have the most influence on that system.

The presuppositions mentioned above were implemented by planning the aim of different activities based on the meaning of each presupposition and considering the results of the VAKOG questionnaire. For instance, the map is not the territory presupposition suggests that people are different in how they experience the world and how they represent 'reality' in their minds, so the aim of the activity implemented was to make learners realize how people experience the world in different ways. At the end of the activity, the learners had the opportunity to make their own mind maps related to given topics, also it created a relaxed atmosphere for learners to explain their ideas.

The instruments the researcher used during the development of this study were two questionnaires, one applied before starting the implementation to explore the different learning styles of the participants and the other one to obtain writing feedback from the participants about the effects of implementing the NLP activities and techniques. Moreover, the researcher implemented interviews to collect oral feedback from the participants and finally she carried out observations to collect evidence of the learners' behavior towards the activities.

Regarding the results of this study, the questionnaire conducted before the implementations of the activities concluded as follows: 21 of the students were Visual, six of the students were visual-Auditory, six of them were Auditory, one of them was visual-Kinesthetic and finally one of them was kinesthetic type of learner. The results obtained for the implementation of the activities and techniques were taken from the oral and written feedback

from the learners and the observation during the development of the activities. The most important interpretation of these results were:

First, learners stated that being involved in these activities made them feel relaxed, comfortable, safe and confident in the classroom; they also said that these NLP activities were interesting and easy to follow and participate in orally. Second, the researcher noticed through the observations a difference in the learners' attitude towards the learning process. To clarify this point, at the beginning of the year, the learners were not motivated enough to take part in the activities willingly and some of them were unable to focus on the topics because they thought that the lessons were not interesting enough to follow. However, when they started to get involved in the NLP activities, their thoughts and attitudes began to change in a positive way.

Third, the researcher noticed the improvement of the learners' ability and desire in trying to use the speaking skill. It was evident that the NLP techniques and activities gave learners the opportunity to speak in the classroom and to feel secure in spite of making mistakes. Finally, using activities such as stories and guided fantasies, which act as metaphors and allow the non-conscious mind to work as well as conscious mind, it decreased the level of anxiety in the students and increased the learners' motivation, comfort, encouragement and finally success.

The author concluded by saying that this research aimed to provide a fruitful learning process by creating a secure and relaxed atmosphere in the classroom by implementing some NLP activities and techniques. After implementing these activities, the researcher found out that the learners became more relaxed and motivated and this enabled the learning process to

continue in a more effective way. Therefore, according with the interviews and observations carried out, there was a desire and a confidence state from the participants to make use of the speaking skill.

To move on with the second study, we recognize in the previous study how the NLP can work on the different skills, giving especial attention to the speaking skill, which will be the main the focus of this classroom project, it is a matter to highlight how the NLP helps in the learning process of students. For that reason, in the lines below will be explained the second study conducted on young Iran learners, and we will see the positive effect of the NLP in their motivation and language achievement. In the explanatory study conducted by Anita Lashkariana and Sima Sayadiana (2015) where three aspects of NLP techniques were investigated to achieve the communicative language teaching goal; the level of motivation, the learning improvement and the teacher's success.

For this reason one question is addressed for guiding the study: which are the effects of NLP techniques on young Iranian EFL learners regarding motivation, learning improvement, and teacher's success? They focused this investigation on 60 Iranian girls EFL students from 13 to 14 years old, that were randomly assigned to two groups of experimental and control from 30 students each. The first group were taught from the prescribed text aided by NLP techniques (Grinder and Bandler, 1976); the following techniques were supposed to help EFL learners become successful in learning the language by increasing their motivation, and decreasing their anxiety: reframing, anchoring, and creating rapport (Anita Lashkariana and Sima Sayadiana, 2015). The second group received no treatment; they were expected to show fewer levels of motivation and learning improvement.

Three instruments were used in this study. First, a 27-item motivation questionnaire taken from Gardner's Persian-language version of the Attitude/Motivation Test Battery (AMTB). Second, an 11-item questionnaire taken from Pishghadam used in form of an interview with the teacher. Finally, related class assignments to check young EFL learners' achievement. They proceeded with the research by applying an Attitude/Motivation questionnaire to both groups before and after the teaching sessions in the form of a pre-test and a post-test. There were twelve sessions that lasted for 45 minutes two times per week. The learning improvement was assessed based on the related tasks administered to the students in both groups. Additionally, the NLP techniques implemented were made through a descriptive activity in which participants had to orally describe a picture. As it was a beginners group, they had to provide simple descriptive sentences. By the end of the process, a questionnaire was administered to the teachers as an interview to see if they noticed any success in the application of the NLP techniques.

The results of this study were collected by applying independent sample t-tests and content analysis; they showed that NLP techniques improve learners' level of motivation when comparing the attitude/motivation questionnaires. In the pre-test, both groups showed a small difference of 0, 63 from the experimental group and the other. On the other hand, when comparing the post-tests the difference was very significant. The experimental group had a superior range of 10.33 more than the normal group in terms of motivation. This means that the student's motivation increased in the experimental group by applying the techniques. Also, the results of the interview taken by the teachers reported that NLP techniques increased teaching effectiveness since this techniques provided effective strategies to motivate and engage students. Furthermore, teachers added that they noticed a language achievement on students, as they felt comfortable and confident with the NLP techniques

application. The authors concluded that this study evidenced that NLP can be effectively

incorporated into English language classes since the techniques showed a positive impact in

the process of learning in young EFL students as the motivation and language learning

improved in the experimental group rather than in the other.

To conclude with this paper, we have to say that the studies proposed before are

relevant for our classroom project since they showed effectiveness of the NLP in two ways.

Firstly, regarding the skill we are going to focus on, which is speaking, as the participants

evidenced that there are some techniques which create an appropriate atmosphere to orally

participate by decreasing their levels of anxiety. Secondly, in the English learning process of

students as in the second study mentioned above, the participants could increase their level of

motivation and language achievement.

Considering the previous studies, we want to explore the implementation of some

NLP techniques in the English classes at one public institution to see if it could have the same

or similar positive effects on students speaking skill development and the learning process of

English as a second language in a Colombia context. For that reason, we will implement NLP

techniques in the English classroom with primary graders from a public institution in Pereira-

Risaralda, considering the procedures and results evidenced in the previous studies.

4. Methodology

In order to conduct this classroom project, it is important to consider some aspects

that can influence at the time of implementing. For that reason it is necessary to establish the

methodology and explain six specific features that will help us in the guidance of this classroom project. Those features are: context, participants, design, development and implementation, assessment procedures and instruments. In the following lines, they will have a broad explanation.

4.1. Context

This classroom project will be carried out in the Institucion Educativa Instituto Kennedy, which was founded in 1944. It is located in the neighborhood Kennedy in the city of Pereira, Risaralda. It is a public institution that directly depends on the Municipal Education Department of Pereira; it also welcomes students from the surrounding sectors located in the zone of bank of the Otún river up to the corregimiento of La florida in a strata range from one to three. The institution does not count with named English teachers for primary school; they all are primary teachers that teach more than one subject. Regarding the hours of English class, the students must attend two hours per week. The institution is a coed institution that offers primary and secondary education in the morning and afternoon academic schedules. This classroom project will be carried out in one of the fifth grades in the afternoon schedule.

4.2. Setting

This classroom project will be implemented in a fifth grade from the Instituto Kennedy. The practitioners will be in charge of the students' English learning in a two hours session per week. By the end of the classroom project eight implementations will be carried out. As most of the schools in Pereira, this institution uses the PNB (Plan Nacional de Bilinguismo) for the construction of partial curriculum. In the same line, the English program in this institution bases the standards according to Guía No. 22 Estándares Básicos de

Competencias en Lenguas Extranjeras: Ingles-El Reto, which is a booklet that the Ministerio de Educación Nacional (MEN) provides in order to guide and establish the standards for teaching English in Colombia. According to Guia 22, students from these grades are located in a proficiency level of A1 and A2, and they should be able to comprehend short stories in English about everyday topics, and a basic range of vocabulary regarding family, friends, games and familiar places. Also, they should be able to participate in a conversation by using simple and short structures. The pronunciation at this point should be clear and comprehensible.

4.3. Participants

This classroom project will involve two types of participants, one of them are the students from 5th grade of Instituto Kennedy, and the others are the practitioners of the English Teaching program from the Universidad Tecnológica de Pereira. In the following lines both type of participants will be described.

4.3.1 Students

This classroom project will be implemented with 5th grader students from the Instituto Kennedy. There are 37 students with ages around 9 and 15 years old with a very beginner's level of proficiency. According to Erikson (1963), children between these ages are located in the industry vs. inferiority stage in which they tend to be more sociable, but they begin to compare themselves with their peers to see how they measure up. As a result, they develop a sense of pride or inferiority, because they feel that they do not measure up in their daily activities. There is a relation between the previous stage and this classroom project in the notion that participating in speaking tasks can represent a challenge for some students and they might compare with their classmates.

On the other hand, according to Piaget's stages (1969), children between 9 and 11 years old are placed in the Concrete Operational stage. According to his theory, children ages from seven to 11 are considered preadolescents and are in the concrete operational stage. This means, children in this stage are able to solve problems applying inductive reasoning by observing and drawing possible solutions. Moreover, in this stage learners tend to eliminate the notion of egocentrism. Students from this age need the approval of their family, and people around them. Even though they still need their parent's supervision, they call for the feeling of autonomy and privacy. This theory can be closed related with this classroom project due to the fact that the participants are going to face situations in which collaborative work will be needed. By developing some of the speaking activities such as role plays and conversations they have to do group work and their sense of egocentrism needs to be calmed down.

4.3.2. Practitioners

The practitioners orienting this classroom project, will be two female students from 9th semester of the English Teaching Program from the Universidad Tecnológica de Pereira. The two practitioners will implement by switching roles. This means, one of them will adopt the role of an observer while the other implements an activity. According with Wajnryb (1992) observation is a skill that can be improved with the pass of the time, she explicitly defined it as "observation is a multi-faceted tool for learning" (Wajnryb, 1992, p. 1), which means that the observer should develop different tasks during her labor. For instance, the practitioner that will adopt the role of the observer will prepare the observation in terms of focus, time, or materials to observe, such as the type of activities, events or moments during

the lesson, and the student's reactions. Then, a follow-up step in which the practitioner should analyze the information collected, and finally she will make the reflection of the observation. On the other hand, the other practitioner will guide an activity according with the student's and the project's needs. Although they will switch roles between activities, both of the pre-service teachers are in charge of designing the lessons.

4.4 Instructional Design

4.4.1 Design

This classroom project will be framed under the Backward Design approach proposed by Richards (2013) and the implementation of the PPP (presentation- practice- and production) methodology explained by Tomlinson (2011). In first place, Richards (2013) presented three types of curriculum approaches, which are Forward, Central, and Backward Design. This author defined the last as the approach that relies on the process of learning on the learning outcomes that need to be determined at the beginning of the process. Tyler and Taba's perspective of this approach (cited in Richards, 2013) consists in the specification of the outcomes as a prerequisite to design how to attain them. They described some steps to follow in the implementation of this approach such as diagnosis of needs, formulation of objectives, selection of content, organization of content, selection of learning experiences, and organization of learning experiences, determination of what and how to evaluate.

As this approach suggests that the desired outcomes are the basis of the learning process, the first step is to stipulate the outcomes. There are several ways to exemplify this approach, one of them is to work along with the standards and the Common European Framework of Reference (CEFR). This classroom project will use the previous as an example, but it will focus on "Guía No. 22 Estándares Básicos de Competencias en Lenguas

Extranjeras, El reto", which are the standards to work in the target population of this classroom project. As a matter of fact, this classroom project will implement this approach in the sense that this project will evaluate the students based on the standards presented in the "Guia 22" regarding the speaking skill. For instance, in this classroom project the practitioners will implement some NLP techniques as a "technology for success" to work fluency on student's oral performance. The desired outcome is to see if the techniques presented to the students can help them at the time of their performances; considering the established outcome, the practitioners will design lessons based on those teaching objectives and they will evaluate the student's performance based on the characteristics given by the "Guia 22"regarding oral productions.

On the other hand, this classroom project will implement the presentation, practice, and production (PPP) methodology. Tomlinson (2011) considered it as an approach which consists on a sequence that begins with the presentation of the information, followed by the practice of this information, and it ends with the production of the information. On the contrary, Criado (2013) insisted that PPP is not an approach but it is a pedagogical strategy to teach language. She described the three phases of this strategy as follows: First, in the presentation phase the teacher controls the teaching/learning process presenting the materials that contain all the target items, which can be presented in a deductive or inductive strategy. Secondly, in the practice phase the teacher continues to control the teaching/learning process since he checks his students' understanding of the items through practice activities that aim the achieving of the target structures presented in the first phase. Finally, the production phase aims at enhancing the target items through autonomous and creative activities when the

students will use the productive skills, writing or speaking, such as discussions, problem-solving, opinion and debates.

This methodology is appropriate for this classroom project, in the sense that it shows the rapid reduction of teacher talk time and the increase in students talk time as they move through the lesson. This can benefit the students in the development of their communicative skill, and so, in their oral performances. For instance, the practitioners will control the first part of the lesson by explaining the topic for the lesson and the technique the students can use in their oral presentation. Then, the students will practice what the practitioners explained, in this part of the lesson the practitioners only observe and control the activities, and finally students will present their oral presentation applying what they learn.

4.4.2. Development and Implementation

This classroom project will aim at focusing special attention on the implementation of some Neuro-Linguistic Programming (NLP) techniques in fifth graders from Instituto Kennedy to develop oral performance activities in the English class. This implementation will be carried out through the application of the following techniques: anchoring, positive verbal reinforcement, mind mapping, visualization and mirroring. According to Tosey (2010) who defined the concept of NLP in the field of education, it is "an approach to communication, learning and personal development" (Tosey, 2010, p. 317).This notion of NLP help people with their communicative skill, interpersonal, professional or any intrapersonal trouble that requires some improvement.

In the case of this classroom project, the five techniques mentioned above will be applied aiming to see their effect in the student's process of oral performance activities in English. Moreover, by applying the previous techniques this classroom project looks for the creation of a healthy learning environment. According to Krashen (1982) in his second language acquisition theory a good environment might low down the levels of anxiety and increasing the level of participation since "students do not have to produce in the second language until they feel they are ready" (p. 139).

4.5. Assessment Procedures

Before specifying how this classroom project will be assessed, a definition of assessment is provided as follows. Walvoord (2010) defined assessment as the process in which the facilitator organize the collected data about the students learning and the factors that affected his learning process. For this classroom project, under the intention of evidence the assessment procedure in the implementation of the NLP techniques in the oral performances of the students, the practitioners will conduct conversations, monologues, and role plays. These activities will evidence whether NLP techniques have a significant effect on the students speaking performances, and they will be recorded in a journal by the practitioners. In case students create some type of material to support their performances, the practitioners will collect them as artifacts who will serve as evidence of the process.

4.5.1. Instruments

In order to collect the different information that the practitioners can use as evidence of the results, three instruments will be used in this classroom project, which are observations, journals and artifacts to register the student's linguistic outcomes, and

observations and journals to register the practitioner's professional growth. Both cases will be described as follows.

Student's linguistic outcomes

To begin with, one of the instruments that will be used are the observations that is defined by Marshall and Rossman (1989) as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). With this idea, the practitioners will switch the roles during the planned activities between observing and implementing in order to evidence the events, student's behaviors and their outcomes. By doing this, we can collect more evidence about those outcomes by having two different perspectives of the class. For instance, in a lesson, while one practitioner is conducting a speaking activity the other practitioner will observe and register the moments during that activity, the process of the implementer, the reactions of the students, and all the learning factors that she noticed.

Another instrument for this classroom project are the journals. The practitioners will use journals to collect relevant information that they notice while they implement. By the end, they will analyze the information focusing in the speaking activities to see if there is any effect in the student's linguistic outcomes. And finally, the material used to conduct the speaking activities, or the authentic material that the students create to help themselves to perform in English will be collected as artifacts.

Professional growth

To evidence the practitioner's professional growth, journals and observations will be used as well. To begin with, they will work on journals to record the practitioner's feelings, interactions, perceptions towards the activity they implement and the student's reactions. By the end of each entry in the journal they will reflect on the lesson by having in mind what

went well and what to improve the next time. According to Borg (2001), researchers can take advantage of journals by doing a retrospective analysis of the collected information with the objective of having a deep understanding of their work. He proposes that a journal can help in several aspects of the research by facilitating evaluation of events; it can be a reminder of previous ideas provides physical evidence of the progress and achievement and comprises an instructive narrative of the professional growth.

In the same line, the observations will help each practitioner to identify aspects about their way of teaching. As they will switch roles, one of the practitioners will have the chance to see the other conducting the activity. Although the observer will focus mainly on the student's reactions during the speaking activities, she can also notice some positive or negative aspects about the implementer that might be important to point out to help her in her professional growth.

5. Results

5.1 Professional growth

Working with young learners, and trying to apply techniques that comes from a psychological branch, as the Neuro-Linguistic Programming techniques, represented a challenge for the pre-service teachers during the implementation of this classroom project. However, the pre-service teachers evidenced how they enrich their professional development by reflecting on the different necessities to improve that were appearing during this process. They took into consideration what Richards and Lockhart's (1994) suggest about collecting data of their teaching performance and experience in order to use that information for a critical reflection about the teaching practice. In this line, the pre-service teachers used journals and observations as a method to collect the information and evidence to be reflected during and at the end of the implementations. For this reason, the following lines will describe the results of this self-reflecting process in terms of teaching strategies, and teaching skills, as they were the main aspects of their professional improvement.

5.1.1. Teaching strategies

Classroom management strategies

There was strategy related to points assignation that the pre-service teachers implemented in order to control student's' misbehavior. To begin with, after the first day of class, the pre-service teachers introduced the classroom requests and a poster where they were going to assigning points to students each class according to their good behavior in class (*see Figure 1*). Although this strategy comes from a behaviorist model, it allowed the pre-service teachers to handle the classroom troubles in a proper way. It is relevant to highlight that Brookfield and Preskill (2005) state that teachers can prevent common discipline

problems by establishing ground rules at the beginning of the teaching process, it can also affect positively students' behavior, and it was the case. As the pre-service teachers implemented that strategy from the beginning of the course, they could handle students better and avoid possible misbehavior troubles. In this sense, the pre-service teachers evidenced some professional growth by acquiring new strategies to deal with classroom management situations.

Figure 1 Classroom requests and points' poster

Teachers' use of visual input

Visual aids were used as strategy to facilitate the teaching of vocabulary and grammar patterns during most of the English lessons. Posters, flashcards, pictures, and gifs (animated images) were used in class to have students predict and review vocabulary through elicitation and class activities such as games. Indeed, the use of colorful images and real pictures brought significant results during the presentation stages and some activities as the students seemed to understand swiftly the vocabulary. To illustrate this point, the pre-service teachers presented the vocabulary related with places around the city by showing them real pictures of

the places in their neighborhood *(see Figure2).* Giving the fact that students already knew

those places, they created an immediate relation between the vocabulary and the real places

and it was not necessary to translate to L1 the new words for them to understand, thus they

actively participated in the practice stage.

Figure 2.Presentation of pictures about Kennedy's neighborhood

This experience is aligned to what Cameron (2001) claims in regards to teaching

vocabulary to young learners. She states that using pictures to present new vocabulary is a

way to avoid the translation of the words to be taught, also it promotes learning as the

meaning of the words can be predictable. As a result from this experience, it contributed to

the pre-service teachers' teaching practice, by giving them an idea of how to present and

practice the vocabulary through visual aids. In addition, as they were effectively used during

the lessons they saved time re explaining tasks or topics, and they made students felt engaged

with the lessons facilitating their understanding.

5.1.2. Teaching skills

Teachers' time management skills

Regarding time management skills, the pre-service teachers found out weaknesses and

strengths at the time of implementing this classroom project. In the first place, the pre-service

teachers faced unexpected situations that affected the time in some classes. To illustrate this

point, the pre-service teachers could not carry out all the activities in one class since they

spent too much time trying to solve a misunderstanding in the class. This situation can be

evidenced in one of the journals written by them:

Teacher's journal, April 2017:

*During this class, students complained about someone's changing the points in the
poster that they earned in previous classes. Since we entered the room students
started complaining and accusing one of the students, so we had to start the class
trying to solve this situation. We listened students perceptions and then we listened
the person accused, by the end we all get to the conclusion that one student from
other group changed the points. As we spent too much time trying to solve this
situation we could not carried out the complete lesson…*

In this case, the pre-service teachers evidenced the conflict regarding time

management described by Ugwulashi (2012) who states that if the time is not appropriately

administrated in the class, the learning goals set out for the lesson will be not achieve. Due to

the pre-service teachers did not manage properly the time during an unexpected situation they

did not achieve the objective of the lesson and they had to do it in the following class.

On the contrary, the pre-service teachers noticed positive effects in some classes where they applied strategies to avoid time-consuming events. For instance, at the time of asking students to work in pairs or in groups, they took too much time deciding whom to work with. For this reason, the pre-service teachers found out that grouping students, instead of leaving them to group themselves, saved time during the development of the activities in the class. Consequently, the pre-service teachers reinforce their time management skills by considering the above experiences in their reflections.

Teachers' feedback

Giving feedback was one of the crucial aspects that the pre-service teachers worked on during the implementation of this classroom project. There were events that made them to find different ways to correct students after speaking activities. One of those events occurred when the pre-service teachers applied feedback in the speaking activities by correcting students' grammar and pronunciation mistakes immediately and not at the end of their interventions. They noticed that by doing this, students were not able to continue speaking and those interventions were affected. As a consequence, the pre-service teachers decided to change the way to correct students by following Harmer's (2001) proposal to apply the principle of watching and listening to avoid affecting the purpose of the activity". In this line, when the pre-service teachers provided feedback at the end and not while the activity, the students did not feel pressured and they made complete interventions so the intention of the activity remained.

To conclude with this section, it is important to say that the aspects previously mentioned helped the pre-service teachers to growth professionally during the implementations as they had to reflect on their own teaching process and had to come up with ideas in order to solve unexpected situations that appeared during the process. Besides, it is

relevant to highlight the changes the pre-service teachers evidenced during this reflection process. At the beginning of the implementation it was thought that giving the fact that students were not used to have speaking activities in the English class, it was going to be difficult to carry out a project focused on speaking skills. It was surprising that from the very first activity students were willing to participate and they showed a particular interest in the idea of speaking in a foreign language. This made the pre-service teachers change their minds and attitude towards the project as the fear of failure disappeared.

In addition, the opportunity of implementing this classroom project in pairs provided the pre-service teachers several benefits regarding the development of reflective skills as they constantly shared and discussed about what they analyzed and reflected on from the different situations in the classes given since one could see what the other could not. Finally, one could say that the pre-service teachers learned significantly from this experience and they grew professionally as they faced different situations that made them looked for different strategies that will use in further teaching scenarios.

5.2. Student's responses

5.2.1. Student's responses towards the techniques implemented

This classroom project aimed to impact the student's' performance in the speaking skill using NLP techniques by making them experience positive feelings such as confidence or comfort when speaking the language. As Lennartsson (2008) stated that "a student's negative attitudes can be changed and turned into positive ones and facilitate getting a positive result", the pre-service teachers wanted to transform those negative feelings into positive ones at the time of speaking with the NLP technique's help. In this sense, students'

attitudes and reactions were collected as evidence through observations during the speaking activities using the techniques. They most relevant responses will be expanded as follows.

Mirroring technique

The pre-service teachers explored the mirroring technique through role-plays since they considered that this speaking activity fit with the intention of the technique, which was to make students replicate specific aspects. To illustrate this idea, the pre-service teachers presented a model of the role-plays and asked students to mirror the body language and pronunciation of the presented model. They applied this technique twice during the implementation process and obtained different responses from the students in terms of motivation and involvement.

In first place, in both role-plays the pre-service teachers could evidence an incensement of student's motivation to participate since the majority of them wanted to present the role-play for a second round. Moreover, they wanted to present their role-plays in the same way the pre-service teachers did since they practiced several times until they felt ready to present. In the second implementation of this technique, the pre-service teachers noticed that the student's motivation transcended to an involvement in the activity because students helped others to practice and correct pronunciation mistakes.

Mayer (2011) points out that motivation is an inner attitude that initiates and stimulates the continuous process of an individual to achieve objectives. Following this idea, the student's responses towards the role-plays could tell the pre-service teachers that students were motivated with this activity and with the use of the mirroring technique since they accomplished the activity by practicing from the beginning until the presentation.

Additionally, it could be interpreted that students were not only motivated to do their own presentations, but also they were involved in the sense of helping others to achieve the objective of the activity.

Mind mapping technique

The mind mapping technique in this classroom project aimed to consider the possible ways in which students represented and assimilated knowledge. In order to apply this technique, the pre-service teachers explored students' learning styles by doing different activities such as visual and maps representations, listening exercises and hands-on activities. Ghaedi and Jam (2014) stated that determining students' learning styles is an influential factor that gives teachers the opportunity to provide students with the adequate tools for their learning process. For this reason, students evidenced meaningful responses towards the use of visual representations and hands-on activities to have oral presentations and conversations.

To exemplify the previous information, during one implementation students were asked to prepare an oral presentation to talk about their family members using a drawing where they had to represent them. They were free to decide the type of representations to use, for instance some students draw only faces, others complete bodies and there were some who represented their relatives with objects related with their occupations or likes (flowers, musical instruments, among others). At this point, the pre-service teachers recognized the students who were visual learners as they got a higher level of involvement with the activity in terms of deciding how to represent their family. Nevertheless, at the time of doing their presentations all students behave less anxious as they have their drawings to support what they were going to say.

In a second implementation of this technique, students worked on a hands-on activity where they had to create an architectural model representing some places at school and after finishing they had to use it to participate in a conversation *(see Figure 3).* As stated in the article by Copperstein and Kocevar-Wiedinger (2004), when explaining the benefits of hands-on activities, "abstract concepts become meaningful, transferable, and retained because they are attached to performance of an activity" (p.145). In other words, when students have the opportunity to take learning into their own hands, they become proud and motivated to continue to grow and learn.

Figure 3. Architectural model made by students

Considering the previous information, the pre-service teachers evidenced students' engagement in the activity since they had to cut, glue, and color their models. They seemed to enjoy the process of creating crafts as they kept attentive to the teacher's instructions and they spent the class time on that without any complain. Then, in the conversation part the pre-

service teachers noticed interest in this activity as the students wanted to participate in the

conversation and they wanted to use their models, even though they seemed afraid to do it.

Visualization

The role of the visualization technique in this classroom project was to make students

use their imagination to create specific mental scenarios. By using this technique, they could

express themselves using the vocabulary and grammar patterns taught having as reference the

image in their minds. During one implementation, the pre-service teachers applied this

technique to encourage students to do a presentation about their dream's house using the

vocabulary related with places around the city and the prepositions of place. This is will be

explained as follows.

To begin with, the pre-service teachers asked the students to close their eyes and to

think about the house of their dreams, they were free to use their imagination as they wanted

to and they looked excited about that. Then, they asked students to imagine their

surroundings. First, to imagine which place is on the left side, then on the right, in front of,

and so on with all the prepositions. After visualizing, students had to represent in a drawing

what they imagined *(see Figure 4)* and then presented it orally to the class. As students

already had an idea in their mind of what to say, they actively participated of the activity by

volunteering to pass in the front of the classroom to share what they imagined by using their

drawing to support their ideas.

This can be compared to Halliwell's (1992) suggestion about to take advantage of

children's role of imagination in the learning process because aspects such as fantasy and

students' likes help to stimulate them to participate as they will have ideas to share.

Therefore, the pre-service teachers evidenced the success of using imagination through the

visualization technique to maximize students' learning process and engagement in speaking
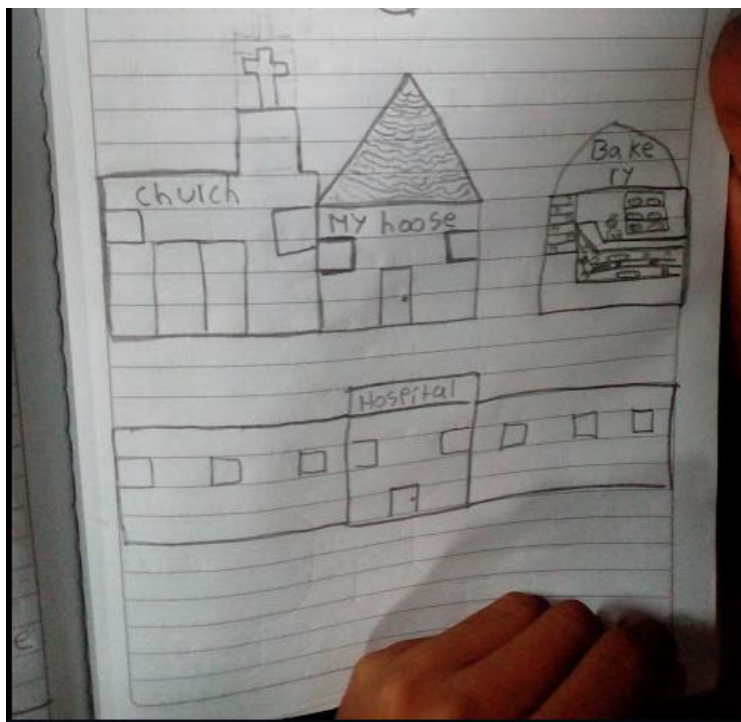
activities.

Figure 4. Students' representations of the visualization activity

Anchoring

This technique aimed at creating anchors between the new vocabulary taught and

already existing things or people by recalling previous experiences. This technique was

implemented before the production stages in activities such as conversations. The pre-service

teachers aimed at making students to come up with ideas to speak by recalling images, people

or actions they previously knew and to connect them with the new English words. To

exemplify this point, before students were asked to have a conversation in pairs, the pre-

service teachers made students remember a moment when they were gathered with their

families. As a result, students seemed to be excited to talk about the members of the family

they just remembered and also they wanted to share more information such as the type of

event they were in that memory *(see Figure 5).*

Figure 5. Students' actively participation

Bourke (2006) stands out that a young learner needs not only comprehensible input,

but also memorable input. He also refers to the fact that "language is made in the mind and

requires active processing on the part of the learner" (Bourke, 2006, p.281). It makes

relevant the way teachers present a topic since it should be connected to what learners have in

their minds; in this case children do not have grammar, language functions or lexical items in

their minds, in contrast, they live in a word of fantasy and they have ideas that comes from

their imagination or previous experiences. In this light, the pre-service teachers appealed to

this principle and aimed to create "memorable" input for students, so then they could actively

participate in a speaking activity.

Positive verbal reinforcement

According with Casale (2012) the positive verbal reinforcement technique consists in making feel students comfortable with the learning process by encouraging them with positive words and telling them which aspects they need to improve. In this sense, this technique was applied during almost all the activities implemented. After some activities, the pre-service teachers realized that they needed to provide more meaningful feedback so they began to apply it by using positive words to correct students and to encourage them to do it better. Some positive students' responses were noticeable at the time of giving this feedback. For instance, after students presented their families in an oral presentation, they were given reinforcement comments by telling them the aspects they did well and the things they could do better next time.

By students' facial expressions and body language they demonstrated interest in the corrections the pre-service teachers made after the oral presentation, and they seemed to accept the comments the teachers made as they moved their heads and said: "Si, si, verdad teacher". Few students showed careless about our comments, and in most of the cases the pre-service teachers told them their mistakes and they tried to pronounce the words again. The pre-service teachers found a relation with their experience and Burnett's (2002) words since he stated that children might be affected by their relative's way of approach their mistakes. He evidenced in his research that "positive statements have been found to be more beneficial than verbal criticism" (Burnett, 2002). In this line, the pre-service teachers of this classroom project proved that providing positive feedback to students they were aware of their mistakes and made an immediate correction without feeling judged.

As a conclusion, it is well said that students' positive responses in terms of involvement and active participation could tell the pre-service teachers that the techniques applied impacted students' motivation and the level of anxiety at the time of participate in an English speaking activity. Thus, the pre-service teachers noticed that students participated with enthusiasm since they had a pre-elaborated idea in their minds that led them the desire of sharing their thoughts in the proposed activities.

5.3. Linguistic Outcomes

This section aims to describe some of the linguistic outcomes derived from six implementations applying the Neuro Linguistic Programming (NLP), which is considered in education "an approach to communication, learning and personal development" (Tosey, 2010, p. 317), in the student's oral performance. The chosen techniques for these implementations were: anchoring, visualization, mind mapping, and mirroring; based on Casale (2012) and Arthur (2012) proposals. In the following lines will explained the development of those techniques in each implementation and the discovered findings regarding the student's linguistic outcomes.

5.3.1. Mirroring

Firstly, according to Casale (2012) the mirroring technique concerned the imitation of a well-structured model. It was a process that could be conscious or not. In this case, the pre-service teachers conducted a conscious mirroring by asking students to present a role play following a model. The model was introduced regarding the topic of classroom supplies in the presentation stage *(see Figure 6)*. Before presenting the model they asked students to pay closer attention to the sentence structures, the body language and the pronunciation and the students successfully accomplished the activity. This was evident since most of the couples performed as the way the pre-service teachers presented it, also they were able to mirror most

of the pronunciation patterns. However, students faced a problem in terms of linguistic products since it was difficult for almost all the students the use of the preposition "a-an". When developing the role plays, the pre-service teachers could notice that most of the students forgot to use the preposition or used it wrong. For instance, at the time of asking "what do you have?" they supposed the students to answer "I have a notebook"; however, they omitted the "a" when speaking. In other cases, they said "an notebok" or "a eraser".

4:05 - 4:10 Presentation	- T1 explains that they will develop a role play in which they have to mention the classroom objects they have. Both teachers exemplify the role-play and they develop the dialog in front of the class as follows: *Angélica enters the classroom with a backpack and a pencil* + Natalia: Hello Angélica, what do you have? - Angélica: Hi Natalia, I have a backpack and a pencil. *She shows the objects* and what do you have? + Natalia: Oh, I have a notebook and a pen. *shows the objects*	
4:10 - 4:20 Practice (NLP technique: Mirroring)	- Students work in pairs. They have to mirror the teachers' example to practice their role play. They shall pay close attention to the pronunciation of the words. Teachers monitor the Ss.	Ss talk in pairs about other stuff /teachers will monitor the process

Figure 6. NLP technique mirroring. Role-play script

5.3.2. Anchoring

This technique was about creating anchors with the student's previous experiences, familiar places or people to introduce a new set of vocabulary in the target language. This means, to create a connection between something that already exists on the student's mind and something new. So, the next time the students recall the experience, the place or a person. They will also recall the vocabulary in the target language with confidence on their words

(Casale, 2012). Regarding this technique, two implementations were carried out considering two sets of vocabulary: family members and places at school.

In the first scenario, students were asked to recall a nice moment gathered with their families. When students were thinking about the moment, they noticed on their facial expressions and comments that they were actually thinking about their families since they looked up and said "no ja! mi familia es muy grande" and they started naming them. Or regarding the moment where they were gathered they also said "a pues, en el cumpleaños de mi tatara abuela" or "en navidad, teacher", and they asked for this vocabulary in English. By making students think about their real families, they made a relation between the people in their minds and the new words in English. They confirmed the previous information since later in the class they presented a poster and students successfully name the family members there.

The second scenario where this technique was implemented was regarding places at school. In this case the pre-service teachers asked students to remember the places at their school that they knew. The pre-service teachers asked students in English "What places here at school do you know?" They use some body language to make the question understandable. Students answered in Spanish "la cafetería, las canchas, la fotocopiadora", and so on. Then, they introduced the vocabulary in English by showing images and pointing the real place at school, then they wrote the vocabulary in English on the board. In this sense, they pointed and asked students "how do you say canchas?" and they answered "fields!" in order to practice the vocabulary.

After introducing the vocabulary, they made a connection with the actions that people perform in those places. For instance, they asked students "what do you do at the library?" they mimic the answer for them to get an idea, so they could come up with the word "leer!"

In this sense, the pre-service teachers created a stimulus in the students. Every time they showed a place they knew the action to perform there. This experience connects with Esch's words, he said that "every time individuals form an image about a stimulus while another stimulus is present, this image may be subject to anchoring effects" (Esch et al., 2009). This was the intention of the pre service teachers as they aimed to create that stimulus on students to get a linguistic response.

5.3.3. Visualization

Another technique used was visualization. According to Arthur (2012) this technique approached to use imagination or projection to build a picture of the person itself in a specific preferred situation in his/her mind. In this case, the pre-service teachers implemented this technique in the family member's scenario. They asked them to close their eyes, and think about they were going on a trip. They asked to imagine the kind of journey and the place they would like to visit and they had to mention the family members they will take to the trip.

This previous concept was evident at the time of producing the structures since the students could remember the family members by visualizing the trip they would like to go with them. As a result, students came up with the vocabulary very easy since they made comments like "ah, a la playa teacher!" and when they asked "who would you go with?" they answered on their own "mother, father, sister" and so on. Then the pre-service teachers told them to give a complete answer: "with my mother, my father". And they did it.

5.3.4. Mind mapping

The mind mapping technique considered the different learning styles the students might have. With this idea, learners had a possibility to create a healthy mental state in which they will participate orally with more confidence, according to the way they perceive

knowledge (Arthur, 2012). It was implemented from two perspectives. The first perspective was regarding family members. Students had to present an oral presentation. The pre-service teachers considered the students' learning styles by letting them be free to choose the tools to support and present the oral presentation about their families. Even though they were free to choose, all of them chose a drawing as a support.

However, the pre-service teachers tried to maintain the freedom and let them draw as they perceived their families. For instance, some of them only draw faces, others complete bodies, and others represented their family members with different objects like animals or flowers. At the time of developing the presentation, the linguistic outcome had different manifestations. As a matter of fact, some students did the presentation by hearth, others wrote the real names of their family members, others only wrote pronouns like he or she, few of them wrote the complete sentence "he is my father", and finally, others wrote some words to remember the pronunciation *(see Figure 7).* But at the end, all of them used the drawing as a support to point out or remember the family member they were about to name.

Figure 7. A student's strategy for oral presentation

On the other hand, the second perspective of implementing the mind mapping technique was by using a mind map to synthesize logically the relation between the places at school and the verbs associated with what they usually do there. In this implementation the pre-service teachers used the technique considering visual students. First, they put a starting point the word school, then they asked them to tell us some places at school, they only wrote five of them which was the focus (cafeteria, library, classroom, dancing hall, and fields). Then, the pre-service teachers added other category and they asked about what can be done in those places.

After the presentation of this map, the pre-service teachers conducted a game in which we located a character (supposed to be the student) in a place, and they asked "what do you do at the library?" (*see Figure 8*) They made the connection in the map and answered "I read at the library" As most of them quickly linked the verb with the place and they spoke fluently, the pre-service teachers considered a positive result of the implementation of the map.

Figure 8. Students playing based on the mind map

5.3.5. Positive verbal reinforcement

This technique consisted in encouraging students with positive words at the time of performing activities and, if they made any mistake, provide them positive feedback by mentioning the things they needed to improve and not the things they did wrong. The pre-service teachers implemented this technique in all the lessons when it was necessary to do it after student's oral interventions. For example, before presenting one of the role plays some students told them that they did not want to present it because they believed they could not do it, thus the pre-service teachers encouraged those students by telling them they had the abilities to do it and they had practiced before. Consequently, they took the initiative and did good presentations.

In other cases, where the teachers just corrected any mistake to a student, some of them just affirm with their heads as if they understood, or just kept walking. However, in the best cases students immediately corrected the mistakes and interiorized the correct way to pronounce or say something by voluntarily repeating it many times (*see Figure 9*). Arthur (2012) exposed that we can change the student's negative thoughts into positive ones just by providing them with positive words. In this sense, for some students this technique was effective because they could come up with their fears and assimilated the aspects the pre-service teachers told them to correct.

Figure 10. Students correcting their mistakes by repetition

To conclude with this section, from the implementation of these five NLP techniques the pre-service teachers noticed how positively can be applied them in terms of producing some linguistic outcomes. An aspect to highlight in general terms during the different implementations, was the fact that students tried to say a word in English when they were asked for some vocabulary, even though they did not know the word in English they tried to come up with something only for participating. For instance, they said cafetery instead of cafeteria; sacapunter, instead of sharpener, and so on. Also, although there were still students who were not attentive during the classes or had difficulties with some structures, it was evident a progress as the implementations moved on in terms of language as in each activity the expected linguistic outcomes were obtained from most of the students.

6. Conclusions

This section of the paper reports the process and results obtained through the implementation of five Neuro Linguistic programming (NLP) techniques in students' oral performance in English from a state school of the city. The use of these NLP techniques proved to have positive effects on students' performance and confirmed how these NLP techniques can promote students' participation in speaking activities. In terms of teaching, the pre-service teachers found out that designing and analyzing speaking activities supported by NLP techniques, helped students to participate naturally in speaking activities such as role-plays, conversations and oral presentations, facilitating the teaching of them. Similarly, in terms of learning the pre-service teachers recognized the techniques demonstrated a significant support in students' participation through the results of each technique implemented during the students' oral performances.

Concluding with this paper, the pre-service teachers can affirm that regarding language, the techniques helped as a support for the students in aspects like word-meaning, pronunciation and connecting words to produce short sentences. Thus, in each of the speaking activities implemented, most of the students performed as expected. In addition, students' responses results shown that the techniques applied in this classroom project influenced positively the students' motivation and level of anxiety in oral performance activities. They made students feel comfortable to talk as they used their own life experiences to participate in any conversation or oral presentation; therefore the students were willing to participate and they did it with enthusiasm.

Finally, the pre-service teachers expressed that the activities that the students enjoyed the most were role-plays and conversations. They actively participated in all type of

activities, and for instance if the pre-service teachers asked something they tried to provide an answer; however, by developing role plays and conversations they looked excited about the idea of performing something in English and having an interaction with their classmates, and they produced structures or vocabulary as expected.

7. Implications

This classroom project allowed the pre-service teachers to report the effectiveness of the five Neuro Linguistic Programming techniques implemented on students' oral performance in class. Working on the speaking skill brought several things to have into consideration at the time of implementing. Here are some of the implications identified after the implementation of this classroom project. To begin with, it was very significant for the pre-service teachers to learn how to deal with students' misbehavior since it could affect the project results in some sense. If they would not dealt with their behavior, they would not have been able to carry out the implementations. In this respect, the pre-services teachers needed to look for some strategies in order to keep the discipline in the classroom, so students could focus their attention in the proposed activities.

Moreover, the pre-service teachers experienced that by exploring different types of materials they could take a bigger advantage on students abilities. Therefore, students have a variety of possibilities to speak better in the language. As an example, when using hands on activities they evidenced that the students were not only learning, but also they were enjoying the process. For this reason, it reasonable to think that teachers must dare to explore different types of activities no matter the communicative skill they want to focus on, and as illustrated before hands on activities are a good option.

In addition, the pre-service teachers agree that the implementation of teaching and learning techniques is healthy for the student's learning process and for the teacher's teaching style. They express that it is necessary to base the teaching in something; in this case as the NLP techniques worked well in the speaking activities, they can also be explored in other skills or even in other fields. Besides, it is necessary to understand how to apply those

techniques depending on the learner's age. In fact, in this classroom project the pre-service teachers faced a group with overage students that made difficult the implementations in some stages. For further practices, it would be ideal to find a group of participants with the same age, but if not, the teachers must find the way to make them work on the same line without losing the aim as it was done in this classroom project.

8. References

Arias, E., Rámos, D., & Cárdenas, C. (2012). Estado del Arte de la Enseñanza del inglés en

los colegios públicos de Risaralda – Informe ejecutivo. (Artículo sin publicar)

Arthur, C. S. (2012) *Improving language teaching and learning through neurolinguistic*

programming. In: International Conference: Innovative Research in a Changing and

Challenging World, 16-18 May 2012, Phuket, Thailand.

Balcárcel, G. (2003).Teacher talk at three Colombian higher education institutions. *PROFILE*

Issues in Teachers' Professional Development, 4, 9-14. Retrieved from

http://unal.edu.co/resultados-de-la-busqueda/?q=Balc%C3%A1rcel%2C%202003

Borg, S. (2001b). The research journal: A tool for promoting and understanding researcher

development. Language Teaching Research 5.2, 156–177. Retrieved from

http://www.waikato.ac.nz/tdu/pdf/resources/borg01_ResearchJournal.pdf

Bourke, J. M. (2006). Designing a topic-based syllabus for young learners. *Elt Journal. 60.*

279-286.

Burnett, P. C. (2002). Teacher praise and feedback and students' perceptions of the classroom

environment. Educational Psychology, 22, 5-16.

Brookfield, S. D., & Preskill, S. (2005). Discussion as a way of teaching. (2nd Ed.) San

Francisco: Jossey-Bass.

Brown, H. Douglas. (2001) *Teaching by principles: An interactive approach to language*

Pedagogy. (2nd ed.). New York: Addison Wesley: Longman, Inc.

Cameron, L. (2001). Learning words. In Teaching Languages to Young Learners (Cambridge

Language Teaching Library, pp. 72-95). Cambridge: Cambridge University Press.

doi:10.1017/CBO9780511733109.005

Casale, P. (2012) *NLP Secrets: Upgrade Your Mind with Neuro-Linguistic Programming.*

Creative Media NZ Ltd. Retrieved from

http://authors.nr67.de/timer.php?q=NLP%20Secrets%20Pete%20Casale

Carey, J., Churches, R., Hutchinson, G., Jones, J., & Tosey, P. (2009). Neuro-linguistic

programming and learning: teacher case studies on the impact of NLP in education,

Reading: CfBT Education Trust.

Cheng, H., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction:

the case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching,*

1(1), 153-174.

Cooperstein, S. E., & Kocevar-Weidinger, E. (2004). Beyond active learning: A constructivist

approach to learning. Reference Services Review, 32(2) 141-148.

Council of Europe (2001) *Common European framework of reference for languages:*

Learning, teaching, assessment. (2001). Cambridge, U.K.: Press Syndicate of the

University of Cambridge.

Criado, R. (2013). A critical review of the Presentation-Practice-Production Model (PPP) in

Foreign Language Teaching. *In R. Monroy (Ed.), Homenaje a Francisco Gutiérrez*

Díez, 97-115. Retrieved from http://www.academia.edu

Darn, S. (2006). *Neuro linguistic programming in ELT.* Retrieved from

https://www.teachingenglish.org.uk/article/neuro-linguistic-programming-elt

Erikson, E. H. (1963). *Childhood and society*. New York: Norton. Retrieved from

https://es.scribd.com/doc/134563219/Erik-H-Erikson-Childhood-and-Society-BookFi-

org

Esch, F-R., Schmitt, B.H. & Redler, J. (2009) The Brand Anchoring Effect: A Judgment Bias

Resulting from Brand Awareness and Temporary Accessibility. *Psychology &*

Marketing, vol. 26, no. 4, pp. 383–396.

Febriyanti, E. R. (n.d.) Teaching speaking of English as a foreign language problems and

solutions. Retrieved from

http://download.portalgaruda.org/article.php?article=96563&val=4806

Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes

and motivation. London: Edward Arnold Publishers.

Ghaedi, Z. & Jam, B. (2014). Relationship between Learning Styles and Motivation for

Higher Education in EFL Students. *Theory and Practice in Language Studies. 4.*

doi:10.4304/tpls.4.6.1232-1237.

Gutiérrez, D. (2005). Developing oral skills through communicative and interactive tasks.

Profile Issues in Teachers` Professional Development, 2 − 10. Retrieved from

http://www.redalyc.org/pdf/1692/169213801008.pdf

Grinder, J., & Bandler, R. (1976). The structure of magic II. Palo Alto, California: Science

and Behavior Books.

Halliwell, S. (1992). Teaching English in the primary classroom. London: Longman.

Harmer, J. (2007). Classroom Management. In How to teach English. Harlow, Essex: Pearson

Education.

Hong, J. C., Cheng, C. L., Hwang, M. Y., Lee, C. K., & Chang, H. Y. (2009). Assessing the

educational values of digital games. *Journal of Computer Assisted Learning, 25(5),*

423-437.

Irvine, L. (2009). Orals ain't orals: How instruction and assessment practices affect delivery choices with prepared student oral presentations. *QUT Digital Repository.* Retrieved from http://eprints.qut.edu.au/26196/1/26196.pdf

Johnson, D. W., & Johnson, R. T. (2003). Student motivation in co-operative groups. *Co-operative learning: The social and intellectual outcomes of learning in groups*, *136-176.*

Kayi, H. (2006). Teaching speaking: activities to promote speaking in a second language. *The Internet TESL Journal,* 12(11). Retrieved from http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html

King, J. (2002). Preparing EFL learners for oral presentations. *The Internet TESL Journal,* 8(3). Retrieved from http://iteslj.org/Lessons/King-PublicSpeaking

Krashen, S. D. (1982). Principles and practice in second language acquisition. New York: Pergamon Institute of English

Lam, A. (2001). Bilingualism. In R. Carter & D. Nunan (Eds.) The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press

Lashkariana A., & Sayadiana S. (2015). The effect of Neuro Linguistic Programming (NLP) techniques on young Iranian EFL learners' motivation, learning improvement, and on teacher's success. *Procedia - Social and Behavioral Sciences. Vo. 199, Pages 510-516.* doi:10.1016/j.sbspro.2015.07.540

Legall, J., & Dondon, P. (2006). *Neuro Linguistic Programming: a personal development tool applied to the pedagogy and to the improvement of teachers/students relations*. Proceedings of the 5th WSEAS International Conference on Education and Educational Technology, Spain, 13-17.

Lennartsson, F. (2008). Students' motivation and attitudes towards learning a second

language:British and Swedish students' points of view. Retrieved from:

http://urn.kb.se/resolve?urn=urn:nbn:se:vxu:diva-2571.

Lopez, A., Pacheco, J., Peralta, J., (2013). Study of the validity of Saber 11 English exam.

Folios, 34, 77-91. Retrieved from http://www.scielo.org.co/pdf/folios/n34/n34a07.pdf

Mahadi, T. S., & Jafari, S. M. (2012). Motivation, ts types, and its impacts in language

learning. *International Journal of Business and Social Science, 3(24), 230-235.*

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. (6th ed.). Newbury

Park, CA: Sage

Mayer, R. E. (2011). Towards a science of motivated learning in technology-supported

environments. *Educational Technology Research and Development, 59*(2*), 301-308.*

Ministerio de Educación Nacional. (2006). Guía No. 22 estándares básicos de competencias

en lenguas extranjeras: Inglés. Retrieved from http://www.mineducacion.gov.co/

Ministerio de Educación Nacional. (2014). Programa Nacional de Inglés 2015 - 2025

'COLOMBIA very well!' pondrá a hablar inglés a los colombianos. Retrieved from

http://aprende.colombiaaprende.edu.co/

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking.* London:

Routledge.

Neurolinguistic Programming. (2016).In *Oxford English online dictionary*. Retrieved from

http://www.oed.com/;jsessionid=BDF954321ABD0346E600652B4CA30682?authReje

ction=true&url=%2Fview%2FEntry%2F245682%3FredirectedFrom%3DNeuro-

Linguistic%2520Programming#eid12359479

Neuro Linguistic Programming Why should I learn NLP?. (n.d.). Retrieved from

    http://www.prioritysky.com

Nguyen, C. (2008). Student motivation and learning. Retrieved from http://www.usma.edu/

    cfe/ literature /nguyen_08.pdf.

Nunan, D. (2004). Task-based language teaching. Cambridge, England: Cambridge

    University Press.

Piaget, J., & Inhelder, B. (1969). The psychology of the child. New York: Basic

    Books.

Pishghadam, R., Shayesteh, S., & Shapoori, M. (2011). Validation of an NLP scale and its

    relationship with teacher success in high schools. *Journal of Language Teaching and*

    Research, 2(4), 909-917.

Richards, J. & Lockhart, C. (1994). Reflective teaching in second language classrooms.

    Cambridge University press. NY

Richards, J. (2008). The Teaching of Speaking. *Teaching Listening and Speaking From*

    Theory to Practice. (pp. 19-39).Cambridge University Press.

Richards, J. C. (2013). Curriculum Approaches in Language Teaching: Forward, Central, and

    Backward Design. *RELC Journal, 44(1) 5–33.* doi: 10.1177/0033688212473293

Saman, T. (2006). Effective ways of teaching and learning English through NLP Techniques.

    Department of English Language Teaching, Institute of Educational Sciences, Gazi

    University, Ankara. Retrieved from

    http://www.nlpat.info/nlp/nlp_tez/pdf/nlp_ingilizce_tez.pdf

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and

    new directions. *Contemporary Educational Psychology, 25, 54–67.*

Teo, T. S. H., Lim, V. K. G., & Lai, R. Y. C. (1999) Intrinsic and extrinsic motivation in

Internet usage. *The International Journal of Management Science, 27, 25-37.*

Thornbury, S. (2001). The unbearable lightness of ESL. *ELT Journal, 55(4), 391-396.*

Thornbury, S. (2005). How to Teach Speaking. Essex: Pearson.

Tomlinson, B. (2011). *Materials Development in Language Teaching.* (2nd ed.). Cambridge:

Cambridge University Press.

Torky, S. A. E. (2006). The effectiveness of a task- based instruction program in

developing the English language speaking skills of secondary stage students (Master's

thesis, Women's College Ain Shams University). Retrieved from

http://files.eric.ed.gov/fulltext/ED523922.pdf

Tosey, P. & Mathison, J. (2010). Neuro-linguistic programming as an innovation in education

and teaching. *Innovations in Education and Teaching International, 47(3), 317-326.*

Ugwulashi, C. S. (2012). Cost, Time and Quality Implications in School Administration in

Nigeria. In Academic Research International, 3(2). September, 2012.

Walvoord, B. E. (2010). *Assessment clear and simple: a practical guide for institutions,*

departments and general education (2nd ed.). Retrieved from

https://books.google.com.co

Wajnryb, R. (1992)*. Classroom observation tasks: a resource book for language teachers*

and trainers. Retrieved from https://books.google.com.com