



ESCUELA DE EDUCACIÓN EN
HUMANIDADES Y CIENCIAS
Pedagogía en Inglés

Departamento de Humanidades y Educación Media
English Teaching Training Program

Seminario de Grado para Optar al Título de Profesor de Enseñanza Media
en Inglés y al Grado de Licenciado en Educación

Neuro-Linguistic Programming and Motivation: The Impact of NLP Techniques on Elementary Students, a Study in a Chilean EFL Context

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January 2013

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Acknowledgements

This thesis could not have been produced without the invaluable help of our families throughout these five years. We want to thank them for being helpful and compassionate, for their support and commitment to us, for which our mere expression of thanks does not suffice.

We must acknowledge a debt and give our warmest thanks to Ms. Patricia Pulgar and Mr. Juan Torres, our supervising professors, for their good advice and endless support.

We should also like to express our indebtedness to our thesis committee, Mr. Mauricio Cataldo, Mr. Mauricio Véliz, and also Mr. Fernando Garetto, for their constant and selfless support.

“Those who know, do. Those that understand, teach.”

- Aristotle -

Abstract

Nowadays, teachers face one of the most difficult and challenging issues in the EFL classroom, this concerns the lack of students' motivation.

The purpose of this study is to improve students' levels of motivation by making use of a set of techniques taken from Neuro-Linguistic Programming (NLP) field.

The researchers of this study chose Chilean Eagles College, specifically 8th grade elementary, in order to carry out a study with a view to increasing students' levels of motivation, in which three data collection methods were applied. They were: Pre and Post Attitude/Motivation Test Battery, teacher's Logbook and Classroom Checklist with the purpose of testing the study hypothesis.

According to the results obtained from the application of data collection methods and three weeks-time classroom intervention, the study showed meaningful results concerning the effectiveness of NLP techniques.

Key Words: Anchoring, Modeling, Metamodel, Metaprogram, Rapport, Motivation, Neuro-Linguistic Programming.

Resumen

Hoy en día, los docentes enfrentan uno de los problemas más difíciles y desafiantes en el aula, debido a la falta de motivación en los estudiantes.

El propósito de este estudio es mejorar los niveles de motivación de los estudiantes mediante el uso de un conjunto de técnicas en la sala de clase, en el idioma extranjero inglés, tomadas del campo de la Programación Neurolingüística (PNL)

Los investigadores de este estudio escogieron el colegio Chilean Eagles College, específicamente octavo año de enseñanza básica, con el propósito de incrementar los niveles de motivación en los estudiantes donde fueron aplicados tres instrumentos de recopilación de datos, los cuales fueron: Pre and Post Attitude/Motivation Test Battery, bitácora del profesor y pauta de observación de clase, con el propósito de probar la hipótesis del estudio.

Por medio de los resultados obtenidos de la aplicación de los instrumentos de recogida de datos y la intervención de tres semanas en el aula, el estudio arrojó resultados significativos en lo que se refiere a la efectividad de las técnicas de PNL.

Palabras clave: Anclaje, Modelamiento, Metamodelo, Metaprograma, Rapport, Motivación, Programación Neurolingüística.

Glossary

1. Anchoring: it is a term for the process by which memory recalls, associated with some stimulus leads by reflecting to the anchored response occurring.
2. Attitude/Motivation Test Battery: it measures the level of the students' motivation.
3. Auditory: relating to the sense of hearing.
4. Behavior: a particular way of acting.
5. Content management: it is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by the students.
6. Crossover mirroring: matching a person's body language with a different type of movement.
7. Deletion: it occurs when people omit or only pay attention to certain aspects or information that is coming into their senses.

8. Distortion: to change a situation from the way it would naturally be.

9. Extrinsic motivation: it is referred to the motivation that is derived from outside a person. The motivating factors come externally in the form of rewards such as money or, in the case of a student; rewards come in the form of grades. It is the reward that provides satisfaction from completing the task and not the pleasure of doing it.

10. Generalization: a general statement or concept obtained by inferencing from specific cases.

11. Intrinsic motivation: refers to motivation that comes from inside an individual rather than from any external rewards, such as money or grades.

12. Kinesthetic: the sense a person has about where the parts of their body are and how they are moving.

13. Linguistics (n): it refers to the means of human communication, such as verbal and non-verbal communication.

14. Metamodel: it is referred to a language tool developed to enable users to verify, clarify and specify imprecise verbal and written communication.

15. Metaprogram: metaprograms are mental processes which manage, guide and direct other mental processes.

16. Mirroring: it is an NLP technique which can be used to build instant rapport with another person.

17. Modeling: it is the process of adopting the behaviors, language, strategies and beliefs of another person or exemplar in order to build a model.

18. Motivation: eagerness and willingness to do something without the need of being told or forced to do it.

19. Neuro: it is referred to sensorial perceptions that determine our subjective emotional state.

20. Neuro-Linguistic Programming: it refers to a stated connection between the neurological processes ("neuro"), language

("linguistic"), and behavioral patterns that have been learnt through experience ("programming")

21. Neuro-Linguistic Programming techniques: they are special modalities applied for rapid and effective behavioral modification.

22. Pedagogical competency: it is a set of knowledge, skills, behaviors, that must be ruled, lived, owned, and actualized by the teachers in order to carry out a professional task.

23. Programming: it is referred to behavioral patterns which a person has learnt through experience.

24. Qualitative approach: data-gathering techniques that are focused on the significance of observations made in a study rather than the raw numbers themselves.

25. Quantitative approach: quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

26. Rapport: a close and harmonious relationship in which there is common understanding.

27. Teaching methodology: a teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

28. Triangulation: analysis of data collected seen under three different points of view.

29. Visual: relating to seeing or sight.

Chapter I:

INTRODUCTION

1. Introduction

The process of communication among human beings has been a known matter over the years. This is why, this research has been conducted in order to know what this communication process is about and how it works. People make communication go further than the linguistic code, that is to say, how words and structures work in someone's mind at the time of having a conversation. This has to do with how people act and react, by the position of the body, gestures and feelings when communication occurs.

For us, it is important to know how communication develops in our lives, how we communicate as social beings, but more importantly, as teachers. In our process of becoming teachers we consider ourselves as crucial agents in changing students' minds with knowledge about English. It is our concern and obligation to improve their knowledge not only for getting good grades, but also as a way to change their minds and lives. This is why we chose to explore new ways of improving students' academic outcomes by enhancing their levels of motivation.

Nowadays, language learning school failure in English as a Foreign Language (EFL) classrooms has been the result of some factors such as the lack of contents comprehension, inappropriate use of methodological resources, lack of teachers' motivation to involve students into lessons and for students to foster language learning, low opportunities to support

classes with technological tools as ICT (Information and Communication Technology), and practical tasks that make the lesson more dynamic, and finally the ample impact on students' behavioral changes. These are factors that can hinder the students' language learning process.

In relation to all the factors already mentioned, some Neuro-Linguistic Programming techniques (NLP) have been chosen to help learners to foster knowledge in terms of motivation.

According to Bandler and Andreas (1985), NLP has as a main objective to help learners to grow up and to optimize interrelationships, to recognize their failure and to improve their life quality.

Mahony (2009), stated that NLP helps to develop social interactions, to improve communication through the use of linguistic patterns and to recognize motivational patterns to answer in an effective way to the different behaviors, in order to excel people in determined arena.

In accordance with what the authors stated, NLP techniques look for a change in students' behavior through the use of linguistics patterns and mental processes in order to excel people related to their personal goals.

The EFL classroom might become a boring lesson that is why this study tries to improve motivation through the application of NLP techniques. The objective of NLP techniques is to use new methodologies and dynamic resources in EFL classrooms, in order to engage students and make them aware of the use of English as a part of their daily lives.

Nowadays, motivation in EFL classrooms is a difficult task to attain, especially when learners do not present any need or interest to learn a new language. That is why, motivation might be the key factor that teachers should put into practice at the beginning of the EFL lesson, involving and engaging students into the topic and the new language itself.

1.1 Hypothesis of the study

The application of NLP techniques in the EFL classroom increases students' levels of motivation which helps to attain a language learning.

1.2 Objectives

General objective:

To ascertain whether NLP techniques affects levels of motivation to learn English as a Foreign Language in eighth grade students.

This objective will be attained through two specific objectives:

- a. To determine which NLP techniques are useful to increase levels of motivation to learn English in eighth grade students.
- b. To implement learning activities influenced by NLP techniques to encourage students to participate in English classes.

Regarding the general objective, this will be demonstrated by means of the application of NLP techniques within the English classroom, which will be attained by the design of learning activities and the implementation of tasks.

It is necessary for the purposes of this study, to establish students' levels of motivation in the English subject, after that, to apply different NLP techniques such as rapport, to develop a better communication; anchoring, to connect new and prior knowledge of lessons; modeling, to create different patterns to maintain an easier work for students in English lessons; metamodel, to exemplify tasks and contents generating different patterns to follow, and finally metaprogram, to establish different learning styles such as the visual, auditory and kinesthetic senses.

Throughout the study, the reader will be able to observe changes in the learners' behavior and their interests toward English classes which will show a significant increase concerning the short time the intervention lasted; all of this considering the tests and the behavior that students showed at the end of the study.

In these days, motivation in the EFL educational field has become an important issue as it was pointed out before, making the English class more interesting and dynamic for students, this could be the result of increasing learning and improving students' academic outcomes. For this

purpose, the application of NLP techniques was chosen to produce behavioral, linguistic and personal changes in learners.

NLP techniques can be applied in different fields such as business, sports, psychology, among others. However, in this particular case they will be employed in the educational field.

This research selected a set of tasks and NLP techniques that contribute to the students' learning process, making learning a paramount process and language a powerful tool for communication.

It is worldwide known that the students' levels of motivation can be an important issue which can limit or contribute to the learning process. One way to contribute to the achievement of a higher level of motivation will depend on how teachers facilitate contents and help learners to acquire knowledge; for example, with dynamic lessons instead of traditional lessons, new methodological resources. Also, the use of technological resources to attract students' attention is one of the factors teachers have to be aware of, and therefore, they should commit to use them in order to improve the students' academic results and also to increase their motivation.

It is important to say that there is not enough application of Neuro-Linguistic Programming techniques in the Chilean educational field.

In the present study, the universe is not representative enough; therefore, as a way of suggestion, NLP techniques should be applied in more educational institutions.

In the following chapters the reader will find background information about the present thesis, in which NLP techniques are outlined to improve motivation which is the variable that we hope to increase through the use of NLP techniques.

Chapter II:

THEORETICAL FRAMEWORK

2.1 Introduction

Neuro-Linguistic Programming (NLP) has to do with changing people's behavior and thoughts. More precisely, it studies how people excel in life by acquiring techniques to improve their linguistic performance by producing the aforementioned changes, and making them part of their lives.

The following chapter will explain the background information of this study which will be divided into a brief introduction of the history of NLP, in relation to its origins and development of this area of study from the early 1970s by Bandler and Grinder; a definition which explains a description of NLP; NLP and education, how it could work in the educational field; Four Domains of *"Marco para la Buena Enseñanza"*, which represent the standards Chilean teachers should perform according to the Chilean Curriculum of Education; five NLP techniques to improve motivation extrapolated to the English as a Foreign Language (EFL) classroom; motivation, related to students in the English class; types of motivation, intrinsic and extrinsic and their appropriate definitions; and motivational strategies, explanations about how some motivational strategies should be used in order to produce changes and to obtain good results.

2.2 History of Neuro-Linguistics Programming

Neuro-Linguistic Programming (NLP) established its theory in the early 1970s, even though the creation of this theory and principles originated long time ago.

Before NLP established its fundamental ideas, Korzybski wrote a book in 1943 about psychology, called *Science and Sanity*, which explained and discussed people's mind. He suggested that in the future there would be a complete process that describes the human behavior, specifically the human's mind regarding human behavior which nowadays is called NLP.

In 1970, Bandler and Pucelik met at the University of California Santa Cruz, although neither of them were students from that university. They were motivated by, and became master in Gestalt Therapy (a part of psychotherapy) in observing, and modeling behaviors of the therapist Pearls, who was the founder of the Gestalt Therapy. Both realized that Pearls was a role model, which helped them to work, observe, and create something new in the NLP field.

In classrooms at the University of California, Santa Cruz, they began using the Gestalt Therapy. It was based on Grinder's work, a professor of linguistics. After few weeks, Grinder observed their work, and asked them how their study was going to work out, and furthermore, he discovered the

structure that they could use for their study, in order to obtain better results.

With Grinder's help, they understood more about the science and worked together on what they called 'meta', which is considered as a strategy to model people's behavior to excel in life.

Bandler and Grinder decided to change the name of 'meta' to Neuro-Linguistic Programming which could change human behavior.

Bandler and Grinder did not have the intention to begin a new school of therapy; they only wanted to identify the patterns of excellence applied among these therapists and then tried the patterns out in people. Both took these patterns, they refined them and made a model which people could use for an effective communication, personal change, and a meaningful and fast learning.

After NLP was consolidated all over the world, Bandler and Grinder decided to publish their first two books in 1975:

- a. *The structure of Magic I: A book about Language and Therapy.*
- b. *The structure of Magic II: A book about Communication and change.*

These books were based on metamodel, a model of communication that works on removing and creating new generalizations, distortions, and

deletions, from language and thoughts. This focused particularly on Pearls and Satir's study.

After their publication, they started recording new techniques and ideas, such as anchoring, rapport, modeling, metamodel and metaprogram. These techniques became more useful, and were recognized all over the world.

Nowadays, NLP is regarded in many countries around the world as a set of techniques that can produce effective behavioral changes related to meaningful learning.

According to Johnson (2011), *“as our awareness as a society increases around the importance of self responsibility and personal empowerment, these tools become more applicable and accessible every day.”* (p.9)

2.3 Neuro-Linguistic Programming Definition

There is no simple way to define Neuro-Linguistic Programming (NLP). According to Johnson (2011), NLP is a way of thinking which can be used to model different kinds of behavior. NLP helps us to look for a model of behavior which is successful, that can be taught and reproduced, replicating the same successful results of the model behavior in order to excel in any field.

In Johnson's terms (2011), NLP can be divided into three areas:

Neuro: relates to the nervous system (the mind) and experiences which are processed via the five senses, visual, auditory, kinesthetic, olfactory and gustatory (sight, hearing, touch, smell and taste). These five senses are the inputs into our nervous system and the sources that we rely upon to build our experiences.

Linguistic: relates to language and other nonverbal communication systems through which our neural representations are coded, ordered and given meaning. This includes pictures, sounds, feelings, tastes, smells and words (self-talk).

Programming: relates to how the structure and sequence of thoughts will lead to a predictable and reliable outcome. (p.3)

As stated by Mahony (2009), in education NLP gives a notion of how children think, act and the preferences in their learning styles, that can help teachers to change their undesirable behaviors, for those who produce successful results in any field. NLP is based on knowledge of the language, which determines a new vision of maps and at the same time it programs the behavior, regarding this, an overall understanding of NLP will help teachers to develop social interactions, to improve communication through the use of linguistic patterns.

The principal developers of NLP are Grinder and Bandler, who carried out investigations, discoveries and projects in order to increase the

reliability of their thoughts and ideas. Their theory became famous and was used by over 100,000 people in 1977.

2.4 Neuro-Linguistic Programming techniques

In order to improve behaviors and thoughts it is necessary to make a change in the structural programs inside students' minds. This is the reason why five NLP techniques were chosen, in order to increase students' levels of motivation which will be mentioned below.

2.4.1 Technique 1: Metamodel

This section describes how language adds to people's experiences and what people could do to exceed their limits. Metamodel gives a method to design key questions, which lead to clear responses. It also relates to the way people's minds filter information and subsequently how people generalize, distort and delete information that does not fit with their beliefs, expectations, values and previous experiences.

In Smart's view (2006), all people have their own vision of the world, that is to say, everyone has different experiences about their own reality, which are called maps created in their minds. What metamodel does is to enrich their maps, making problems, experiences and challenges richer.

As stated by O'connor and Seymour (1993):

The NLP has a very useful map of how language works known as metamodel. The word meta comes from Greek and it means over there or in a different level. The metamodel applies language to clarify the language itself. It lets you understand what the words mean and it reconnects language with experience. (p.141)

It could be said, for example, that words mean what people intend them to mean; it is a shared way to communicate sensorial experiences. Without language society would not be organized in the way it is.

It is probable that one particular word does not have the same meaning for two different people. That word could mean absolutely the opposite to each one, for example, the word "snow" to one person could mean: damn weather, but to another person could be a good chance to ski.

The metamodel was one of the first models developed by Grinder and Bandler. They observed that two of the best therapists, Perls and Satir, tended to use certain kind of questions when they extracted information.

A good rule of thumb when using the metamodel is to ask questions that begin with 'how' , 'what' , 'when' , and 'who' rather than 'why'.

To clarify, the metamodel technique is a tool used to better understand people's speech; people need first to observe how thoughts are translated into words. A speaker could have an absolute and complete idea of what he or she wants to say, this is what linguists call the deep structure. The deep structure is not conscious; the language exists on a very deep neurological level. People, then, shorten this deep structure by speaking clearly, and their speech is what it is called the superficial structure.

To go from the deep structure to the superficial structure people unconsciously do three things:

- a. To select just one part of the information that is a part of the deep structure.
- b. To give a simplified version, this will inevitably change the meaning.
- c. To give a generalized version, as people said every single detail, the speech would be very boring.

To communicate in a better way people need to use some patterns from metamodel technique and to find them, it is necessary to ask the following questions surrounding each pattern.

METAMODEL PATTERNS	QUESTIONS
Deletion	
Unspecified nouns	“What or who specifically...?”
Unspecified verbs	“How is this happening specifically?”
Comparison	“Compared to what?”
Nominalization	“How is it done?”
Generalization	
Modal operator of possibility	“What hinders you?”
Modal operator of necessity	“What would happen if you would do/would not do?”
Universal quantifier	“Always? Never? Everyone?”
Distortion	
Assumption	“What lets you believe that...?”
Cause and effect	“Exactly, how do you know that this happens?”
Reading the mind	“How do you know...?”

Chart 1. Metamodel patterns

Adapted from Introducción a la PNL (O’connor and Seymour, 1993,

p.163)

Metamodel reconnects the language with experiences and can be used to:

- a. Pick up information.
- b. Clarify meanings.
- c. Identify limitations.
- d. Open new options.

2.4.2 Technique 2: Rapport

According to Johnson (2011), rapport relates to the connection between both, the receiver and the speaker, at the moment of communication. This connection involves body language, tone voice and facial expressions; all of which are essential to establish good communication and to appeal to others, what a good rapport is.

According to Johnson (2011), trust and comfort are the main components which help to establish rapport. Rapport is composed by two processes called pacing and leading; pacing refers to the recognition of some parts of the speaker or receiver' speech; and leading refers to the imitation of tones, words or gestures of the other person with whom you are establishing the rapport.

In Johnson's view (2011), the way in which rapport can be used is through mirroring process, which can be defined as:

Mirroring: mirroring their behavior is to repeat their behavior back to them as if you were in their reflection in a mirror. For example, if they have their right leg crossed over their left leg then if you were to cross your left leg over your right leg then you would be mirroring that part of their physiology.

Crossover Mirroring (*advanced*): crossover mirroring their behavior is to repeat their behavior back to them with a different part of your body. For example, if they were tapping their fingers quickly on a desk, you could mirror that behavior by tapping your foot at the same speed on the floor.

The processes of mirroring and crossover mirroring mentioned above must be subtle, so that the other person is not aware. Otherwise, it would be a simple mimic and would distance us from the rapport. The use of those techniques shows us how we get in contact and establish a comfortable communication. (pp. 21-22)

As stated by Mahony (2009), rapport is considered a necessary tool to establish a competent communication; this is shown through facial and body gestures, as mentioned above. There must be a linguistic harmony, this means to speak the language of the receiver, besides to be in

synchronic with his/her behavior, establishing a mental and a physical harmony between the receiver and the speaker; using the same representational systems: visual, kinesthetic, audio-tonal; those systems are represented in the behaviors.

In Mahony's terms (2009), people have to be careful when their expectations are not reached, this means the rapport had failed, which implies substantive and emotional conflicts:

- a. Disagreements of facts and practice which are related to cognitive conflicts.
- b. Anxiety states: fear - sadness - embarrassment - resentment, which are related to affective conflicts.

As stated by Mahony (2009), "*These conflicts can originate in the emotions triggering substantive disagreements as ramifications of the original anxieties*" (p. 90).

That is what Mahony called spiral of conflicts. When we get into the conflict we have to recover the rapport through communication to get a better understanding of the situation, the process must be centered on the configuration of the relationship rather than finding the guilty.

During the classes, the teacher applied the rapport technique when he/she established a good interaction with students, emphasizing phrases such as *How are you, students? How do you feel today? Excellent! I'm*

very proud of you, nice job! These phrases made students feel more comfortable and motivated in the English class.

2.4.3 Technique 3: Anchoring

In Johnson's view (2011), "*anchoring is a Neuro-Linguistic Programming term for the process of associating a state within a person to an external stimulus*" (p. 27). Or to put in another way, it is a Neuro-Linguistic Programming technique in which a memory or perception is associated with something else.

It is important to point out that "*anchoring is related to Pavlovian conditioning*" (Churches and Terry, 2009, p. 180), because there is a relationship between the stimulus and the response.

In relation to anchoring, we have observed that it is a technique that happens continuously even without our consent, that is to say, it takes place in an unconscious way. Johnson (2011), mentioned this technique in his book called *PNL para profesores*:

"The truth is that our worlds are full of anchors. The people we like have lots of things anchored to them that make us feel good. And the people we dislike have lots of things anchored to them that make us feel not as good." (p. 27)

It is relevant to mention that people can create their own anchors in order to modify an internal state. Johnson (2011) stated, "*anchors are useful because not only can we have our state changed by existing anchors, we can also create new ones.*" (p. 28)

Churches and Terry (2009), agreed that the success of an anchor depends on the following five things:

Intensity: the intensity of the other person's internal experience, that is to say, if they are experiencing a really strong internal state, the anchor is going to be more effective;

Timing: the timing of the anchor, that is to say, you want to anchor as they go into the state and release just after the anchor peaks;

Uniqueness: the uniqueness of the anchor, in other words, the more unique it is, the easier is to recall;

Replication: the replication of the stimulus means how well you manage to replicate the stimulus, for example, if you anchor a touch on the person's knee you will find it more effective, if you touch it in exactly the same place in his/her knee, as opposed to touching him/her a few inches to the left or the right;

Number: the numbers of times you anchor, that is to say, the more times you anchor it the more effective the anchor will be.

As stated by Churches and Terry (2009), there are four steps to follow in order to anchor an experience in an effective way:

- a. *“Remembering an experience from the past.”*
- b. *“Providing a concrete stimulus.”*
- c. *“Breaking with the actual state.”*
- d. *“Throwing the anchor to put it to the test.”* (p.p 184-185)

Two additional points need to be mentioned about anchoring, these are: spatial and verbal anchoring. *“The spatial anchoring, also known as center of attention, is defined as a place inside your learning space where you have a positive association with an internal state or a personal strength.”* (Churches and Terry, 2009, p. 187)

According to Churches and Terry (2009), the verbal anchoring refers to ask a person to remember an experience from the past in order to obtain a wanted response.

2.4.4 Technique 4: Modeling

As stated by Johnson (2011), modeling can be defined as the ability to model people with successful behavior. Furthermore, if one person is able to do something, then it would be possible for the rest to use Neuro-Linguistic Programming which detects and utilizes the patterns to use and

to get the same type of results as the person from whom the model was taken.

In accordance with Johnson (2011), some basic steps must be considered at the time of modeling a particular behavior:

- a. Find someone or someone's behavior that is worth modeling, ideally a model of real excellence.
- b. Try this method yourself to see how it feels. Use the model and make sure you get the same results as the person you modeled.
- c. Design a universal training: once you have a reliable model that generates results for you then, you can install it in others who also want the same results.
- d. Train "others": this is where you put your universal training to the test and share your model with others.
- e. Train "trainers": if your model is in high demand then, it may even be worth training other people in how to share and transfer your model to others. (p. 82)

"There are two main ways to do modeling, imitation and the cognitive approach" (Johnson, 2011, p. 82). Imitation has to do with modeling yourself to see how you did it, while the cognitive approach is

much more analytical and based on talking to someone who is already getting the desired results.

In the English classroom, giving examples of the activities and tasks become a very important issue, if learners do not understand teacher's directions clearly; they will be frustrated due to the bad performance of the task. Regarding this, it was considered that modeling the activities with examples makes easier the understanding of the task. For that reason, we have considered modeling strategies using some techniques like: role play, and mimicry.

2.4.5 Technique 5: Metaprogram

In accordance with Vellegal (2004), metaprogram technique refers to mental strategies of how people perceive and produce knowledge. The way people perceive things of the world is filtered through the senses such as visual, auditory and kinesthetic, which are defined below. Those perceptions are filtered in their minds according to their own preferences and eventually reproduced and shown through the behavior.

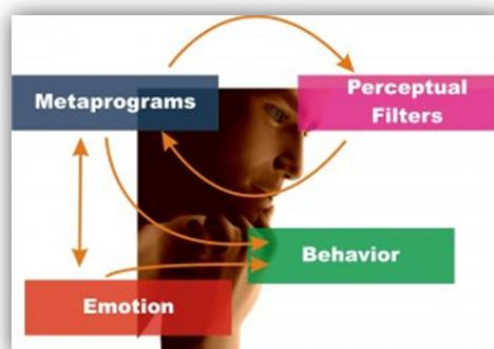


Figure 1. Metaprogram

In English lessons those perceptions can be demonstrated by learners, in respect of their learning preferences, applying and reproducing them in tasks. Teachers (Suyen Yau and María Teresa Gutiérrez) have been working the whole year with students, and they know about their students' preferred systems. Taking this into account, the teacher applied the use of ICT (Information, Communication and Technology), colorful flash cards, mimic, performances, songs, and videos.

2.5 Representative Systems

According to Vellegal (2004), the nervous system involves our experience, which is perceived by sensorial recipients. And it organizes and decodes sensations or representations through programs.

In accordance with Vellegal (2004), the representative systems are divided into three types:

- a. The visual system; it can be used externally, for example, when we look at the external world, and internally when we visualize it with the mind.
- b. The auditory system; which can be divided into internal and external sounds.
- c. The kinesthetic system; includes the sense of touch, feelings, the balance and movements. (p. 16)

Students can develop one representative system more than others; it depends on their skills and capacities, and it is called the preferred representative system.

Representative Systems	Visual	Auditory	Kinesthetic
Physical characteristics	<p>Words that connect the visual speech (Watch, see).</p> <p>Position of the body kind of rigid.</p> <p>They point at themselves with the eyes.</p>	<p>Auditory words such as, hey, listen.</p> <p>Position of the body, relaxed.</p> <p>They pointed at themselves with the ear.</p>	<p>Position of the body, relaxed.</p> <p>They gesticulate to themselves.</p> <p>The movements that represent words.</p>
How they think	<p>Many things at the same time.</p> <p>They think through images and put them in a sequence.</p> <p>They have the ability to perceive non verbal communication and social perception.</p>	<p>In a linear sequence, one idea follows another.</p> <p>The process of thinking is slower.</p> <p>They express their ideas orally and written.</p>	<p>They trust on their feelings, sensations, and movements.</p> <p>They need to focus on a distracted environment to learn something.</p> <p>Express feelings through art, writing, and acting.</p>

Chart 2. Representative Systems

Adapted from: La programación neurolingüística como herramienta para la enseñanza de E/ELE. (Vellegal, 2004, pp 18-19-20)

2.6 Maps and filters

In Vellegal's terms (2004), maps, filters and representative systems are an important component of NLP; those components help us, as teachers, to understand students' brain functions through the senses. People are able to make different representations in their minds through the senses (visual, auditory, olfactory, and kinesthetic), to get in contact with reality.

"Through the senses people can explore and delimitate the external world" (Vellegal, 2004, p. 13) that is to say, it can be perceived and filtered by the experiences through the language, culture, beliefs, values, interests and assumptions.

The external world's reality differs from each person and depends on the experiences and the impressions of life; as consequence, people act according to what they have perceived.

The representations are vast; one way to simplify them is to make different kinds of maps. They are representations of the territory (world), but are not the territory itself and help people to explore it.

The filters determine the kind of world in which people live. One of the filters is the language. It works as a map of our thoughts and experiences from inside to outside. Another filter is the beliefs that make people to act in one way instead of another.

In O' Connor and Seymour's view (1993), communication starts with our thoughts, then words, pitch, volume and body language to transmit to another person.

Through senses people explore and experiment the information in the same sensorial way they had perceived it for the first time. The majority of people's thoughts are a mixture of the reminded sensorial impressions reconstructed.

In NLP, the way to acquire, to store, and to decode the information in people's mind is by hearing, listening, feeling, tasting, and smelling, known as representative systems.

2.6.1 Preferred Representative Systems

In Vellegal's terms (2004), visual, kinesthetic and auditory systems are called the primary representative systems. They are used constantly, although people unconsciously prefer one more than other, it depends on what they do. Although any of the representative system is better than other, at the time of thinking, people tend to prefer one or two systems, and at the age of eleven or twelve years old, people get their preferences clearly. After that, people acquire a kind of talent to develop different skills in order to learn something in a better way, there are people that have not developed one representative system and tasks could result very hard.

2.6.2 Language and Representative Systems

In accordance with Vellegal (2004), words are used to describe thoughts, experiences; and the election of the words identified will demonstrate what kind of representative system people use. These words are called predicates. The repeated use of some predicates will identify the students' favorite representative system.

The secret of a good communication is how to say something. It is important to coincide with the speaker and the predicates.

In the following statements, three words will be presented for each representative system with a sensorial base:

- a. Visual; look; image; visualize.
- b. Auditory; say; rhythm; pitch.
- c. Kinesthetic; touch; contact; push.

Therefore, the predicates and constructions for each system will be presented in the following way:

- a. Visual; see; to first sight; clarify; I see what you want to say; illustrate.
- b. Auditory; listen; I hear well; speak; with ear in alert; listen to voices.
- c. Kinesthetic; feel; sense in common; the foot on the earth; contact.

These elements help teachers to establish better empathy with students. It is important to recognize the representative systems they prefer, that is to say, it will allow teachers to know the best way to teach something, concerning their representative systems, in order to get an optimum learning. It is good to mix the strategies and resources which contain all the representative systems. In that way, teachers learn more about students and personalize some strategies relating to the representative system.

2.7 Neuro-Linguistic Programming and Education

Teachers have a variety of resources to apply in classrooms, although most of them are not considered. These resources are the voice, eyes, hands, the position of body and the appropriate use of words; all these elements can be used in the classroom, but most of the time teachers only use the basic tools. The problem is that teachers know their disciplines, but they do not remember how they acquired the knowledge and the most important thing, how to create optimal conditions for learners to learn and to develop the contents. Basically, in education the NLP is used to know and to apply different ways to learn and to transmit knowledge; there is a group of practical strategies to achieve one objective and to consider the learning process as effective as positive teaching stage. The NLP strategies involve the relationship with words, thoughts,

and behaviors, which focus on effective communication suggesting the use of certain tools to facilitate the learning, communication and analysis.

2.7.1 “*Marco para la Buena Enseñanza*”

As stated by, “*Marco para la Buena Enseñanza*” written by Chilean Ministry of Education (2008), teachers, as professionals in the field of education, must be committed to students’ development in order to achieve a good teaching practice; teachers should get involved in tasks including their skills and values.

This framework is divided into four main domains: teaching training, the creation of an opportune environment, teaching for the learning of all students, and professional responsibilities.

This framework identifies teaching and learning process, and the different contexts in which they happen. Likewise, this considers the necessity of knowledge development and teacher’s skills, being used as a strategy to teach, the generation of the proper learning environment for the whole class, and the teaching responsibility to improve students’ academic results.

For purposes of this study, two domains have been chosen to establish a safe and motivational environment to foster interaction and socialization in the learning process.

In accordance with “*Marco para la Buena Enseñanza*” (2008), the four domains represent teacher’s responsibilities, and their daily work in classes, considering what teachers do inside and outside the class. These domains are related to our research in order to describe the teacher’s competences with the purpose of accomplishing students’ learning process.

a) Teaching Training (Domain A)

This domain relates to the teacher’s discipline and the pedagogical competences to organize the learning process. Both are necessary to facilitate contents’ presentation, and the respective learning context. Moreover, teachers need to apply other competences, such as knowing the characteristics of students’ development, the cultural and social context that they live, their experiences, knowledge, and skills. All these aspects allow the teacher to select, to organize, to design, to teach, and to evaluate different strategies to achieve contents’ presentation and a proper learning environment. According to the study, teachers relate their disciplines with students’ reality.

b) Creation of an optimal environment for learning process (Domain B)

This domain is related to the different interactions that happen in an optimal environment for learning process. Inside the classroom, there are interactions between students-students, or teacher-students. Relating to this domain, it is important to outline that the learning process is more successful when the class occurs in an environment of confidence, acceptance, equity and respect. Considering this study, the teacher contributes to have a more stimulating environment in class, being committed to students, creating an optimal environment to enhance and to ensure students' learning.

c) Teaching for all students' learning (Domain C)

This domain is related to the teacher's capacities to organize different situations to promote interaction and socialization of the learning process, at the same time, these situations should consider students' interests and foster the appropriate resources and support students.

According to this study, this domain is developed with the proper resources to students, such as the different tools applied in class (auditory, visual, kinesthetic) considering the preferred students' senses.

2.8 Motivation

According to Krause, et. al (2003), “*the concept of motivation is linked closely to other constructs in education and psychology, such as attention, needs, goals and interests which all contribute to stimulate students’ interests in learning and their intention to engage in particular activities and achieve various goals*”. (As cited in *Make Yourself Employable*, 2009, p. 202)

However, Baron et. al (1992) stated that, “*the definition of motivation is the force that energizes and directs behavior towards a goal.*” (As cited in *Make Yourself Employable*, 2009, p. 202)

Tan, et. al (2003), agreed with the authors above that motivation is concerned with a force, and claimed: “*the concept of motivation as applied when a person is energized to satisfy some need or desire. The person will engage in, or be attracted toward activities that are perceived as having the potential to meet this need or desire.*” (As cited in *Make Yourself Employable*, 2009, p. 202)

2.8.1 Types of motivation

In accordance with Ryan and Deci (2000), when a person is motivated, he/she feels the enough energy to do something, however a demotivated person does not feel the same energy. Matei and Abrudan

(2011) claimed that: *“it is clear that people have different amounts of motivation. In addition, human motivation can vary not only in level, but also in orientation and type of motivation.”* (p. 672)

Gardner and Lambert (1959, 1972), *“have done pioneering work to explore the nature of motivation specific to language study. Gardner highlights two different types of motivation”*, which are the following:

a. Intrinsic motivation: *“it is defined as being the execution of a task or activity because of the inherent satisfaction arising from it rather than due to some separate outcome. Intrinsic motivation reflects the natural propensity of people toward learning and assimilation.”*

(Matei and Abrudan, 2011, p. 672) In other words, intrinsic motivation has to do with rewards given by an activity itself.

b. Extrinsic motivation: Ryan and Deci (2000) stated *“we speak of extrinsic motivation whenever an activity is done in order to attain some separable outcome”* (As cited in Matei and Abrudan, 2011, p. 672). Ryan and Deci (2000) stated that:

Extrinsic rewards can decrease and undermine intrinsic motivation because individuals perceive them as behavior control techniques. On the other hand, free choice and the opportunity for self-direction can increase intrinsic motivation because of the sense of autonomy linked to them. Yet, even

extrinsic motivation can have a certain amount of autonomy. The degree of autonomy varies in extrinsic motivation and it can be a reflection of either external control or true self-regulation. (As cited in Matei and abrudan, 2011, p. 672)

Morris and Maisto (2002), “*extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity.*” (As cited in *Make Yourself Employable*, 2009, p. 203)

2.8.2 Motivation in Classroom

Motivation is a crucial element to the learning process. Many researches clearly show a positive correlation between motivation and achievement. Some students are highly motivated to learn, and this interest continues throughout their years at school. Some other students, particularly adolescents, see what happened at school as having no functional relevance to their lives. They become increasingly bored, particularly with academic tasks and are generally uninterested in anything that happens in the classroom. Teachers should recognize that there is tremendous variation in the level of energy and interest students bring to the classroom activities. (As cited in *Make Yourself Employable*, 2009, p. 217)

Taking into consideration the previous paragraph, on one hand, the teacher's challenge is to maintain the level of motivation on students that are already motivated. On the other hand, the teacher should work on motivating students that are not really interested in the English as a Foreign Language (EFL) classroom by means of making use of motivating material, suitable teaching methodologies, intrinsic and extrinsic motivation, and motivational strategies that will be pointed out in the following paragraph.

2.8.3 Motivational Strategies

According to Dörnyei (1994), in the English classrooms, teachers tend to believe that students are aware of the knowledge they can receive in the class, even though not all the learners are aware of the learning process, whether they are not interested in the class or they do not feel motivated. Likewise, it depends on the teacher to motivate learners and to create interest in the English class through new and innovative methodologies to increase levels of motivation to develop the desire to learn English as a Foreign Language, and to look for an innate curiosity in them.

Motivation is considered as a main factor in the learning process to create an effective and meaningful learning on the learners. In Dörnyei's terms (1994), motivational strategies will be emphasized in order to improve the inner desire to learn the English language.

These strategies are:

- a. Enhancing the learners' language related to learners' values and attitudes, they will choose their preferences to what type of activities or knowledge motivates them.
- b. Increasing the learners' expectancy of success: if learners tend to fail they will fail, otherwise, if they have a positive attitude toward the tasks, they will achieve positive results.
- c. Making the teaching material relevant for the learners: the teaching material should be addressed to learners making them to get interested into the class, being innovative and creative teaching material.

2.8.4 Maintaining and Protecting Motivation

As stated by Dörnyei (1994), to maintain and to protect motivation during the entire lesson could be a utopian task. But these are one of the most important challenges of motivation aspect, because teachers have to use the most suitable techniques to accomplish goals and interests from the beginning to the end of the activity before this becomes boring or tiring to the learner.

According to Dörnyei (1994), the following steps are relevant to enhance students' motivation:

- a. "Making learning stimulating and enjoyable."
- b. "Presenting tasks in a motivating way."
- c. "Setting specific learners' goals."
- d. "Protecting the learners' self-esteem and increasing their self confidence."
- e. "Creating learner autonomy."
- f. "Promoting self-motivating learners' strategies." (p. 728)

All these motivational scope are straightforward to apply in the lesson. Moreover, the self-motivating strategies are unknown and difficult to achieve because of their complexity.

2.8.5 Encouraging Positive Retrospective Self-assessment

In Dörnyei's view (1994), the learners' self-assessment can be very stressing or not, that will depend on how they perceive their work and performance in the English class. That is why, some learners usually evaluate themselves in a negative way regardless of their good work. The learners' self-assessment should be lighter positive and constructivist, to learn from mistakes. The reasons why learners had succeeded or failed in

the past are called attributions in motivational psychology. Effort and ability attributions affect learners' nature motivation. It is highly recommended to effort attributions instead of ability attributions, even though learners fail, the effort will be rewarded and the failure will not be the consequence of a low effort or ability, that failure can be remediated, otherwise, if the teacher highlights ability attributions some learners will be not motivated, not because they do not exert on something like a task, just because they do not have the ability regarding this, learners' motivation will be low. Moreover, teachers have to promote effort instead of ability attributions.

Another factor that influences learners' motivation is feedback. As stated by Dörnyei (1994), the teacher's feedback to the learners fulfills three main functions:

- a. As a motivational feedback, an appraising stimulus can be really rewarding to the learner, increasing learners' motivation.
- b. As a motivational speech transmitting courage and trust, promoting self confidence on the learner.
- c. As motivational feedback to create a constructively mistakes made by learners to prompt improvement on them.

Learners' feedback of their work in classes should be rewarded in case of learners do not feel motivated, even though can be a barrier to

promote intrinsic motivation on learners. In spite of this feedback, it should not be forgotten that highlighting extrinsic motivation can be the first step to prompt learners' intrinsic motivation.

As EFL teachers it is important to know our learning environment, which includes students as the main participants of the learning process. This is why, teachers should be up-to-date in the application of new learning strategies and dynamic methodologies. At the same time, these methodologies should be in accordance with students' needs, specifically with how they learn.

NLP is an innovative technique that considers the entire learning process to attain a successful and meaningful learning and to increase motivation. NLP techniques help teachers to consider the language as a main tool to achieve meaningful results because it provides patterns to guide students by classifying their learning styles.

Therefore, the methodology used by teachers is an important factor that has to be considered at the time of planning and performing a class, which should consider the types of students, their learning styles and their preferred systems to acquire knowledge. Additionally, NLP techniques are useful strategies to improve students' motivation.

It is necessary to point out that the main role of the teacher in the EFL classroom is to promote students' learning through innovative ways, considering the different learning characteristics of every student. This is

the reason why, we chose to implement NLP techniques in our teaching methodology in order to show students a different way to learn through the use of language. Moreover, nonverbal communication - such as body movements or gestures - as well as pitch and volume of the voice were used to increase students' motivation to learn EFL in an effective way.

Chapter III:

DESCRIPTION OF THE STUDY

3.1 Introduction

The present study refers to a qualitative and quantitative approach and a quasi-experimental design. Those main characteristics of the technical side of the research will be described in detail in the following chapter.

According to Hernandez (2003), the study has a qualitative character due to *“the depth data, the dispersion, the interpretative wealth, the contextualization of the environment and the details of the unique experiences”* (p. 19). In addition, this study has a quantitative character *“which provides the research with the possibility to generalize the results giving us a control of the phenomena and points of view of count and magnitudes.”* (p. 19)

Morales (2012) declared that the study has a quasi-experimental character due to the research was carried out considering only one sample group.

The methodological design and the instruments were applied to prove the study hypothesis, regarding students' levels of motivation through the application of NLP techniques in the EFL classroom. The first instrument called Attitude/Motivation Test Battery (AMTB) was applied two times to measure the students' levels of motivation at the beginning and at the end of the study. The teacher's logbook was applied in order to know students' learning process, what kinds of activities were more motivating

than others, and if there was a change in students' behavior. And finally, the classroom checklist, which was carried out in order to know the teacher's competences, if the teacher could motivate students, the methodological strategies the teacher used and eventually, the competences the teacher managed regarding social, pedagogical and motivational strategies.

3.2 Research strategy

The procedures which were used to reach the main objective of the research make reference to the improvement of students' motivation through the use of NLP techniques. The present research considered several stages to guide the research process, which is outlined as follows:

- a. Firstly, the literature review that mainly integrated NLP techniques and motivation.
- b. Secondly, the research group chose the English class for the application of NLP techniques at the educational center, "Chilean Eagles College", and also, the application of instruments to measure students' motivation regarding EFL classroom.
- c. Thirdly, the researchers began the lesson planning process and selected the methodological procedures to implement the lessons, which were based on a content revision of grammar and lexis.

d. Finally, the data-gathering methods, whose results are shown in graphs and descriptions of the events that happened in the classroom.

3.2.1 Lesson Plans

The lesson plans of the Chilean Eagles College were based on the book “Elevator 1” from Richmond Publishing House. The contents were selected from unit 11 to unit 14. The units which were chosen for the application of NLP techniques were related to the following contents:

- a. Past simple: verb to be.
- b. Past simple: regular and irregular verbs.
- c. Futures plans and Intentions.
- d. Comparative forms.
- e. Lexis related to: celebrations, transportation means and places.

These contents were applied as a general review for the English level test, with the Presentation, Practice, and Production (PPP) teaching model. It is worth mentioning the tasks were not focused on the thematic units but, in the contents mentioned before, which considered the students' behavior, and dynamic tasks to practice for the level test.

3.2.2 Lesson Plans Justification

As stated by Bailey (1996), “*a lesson plan is like a road map which describes where the teacher hopes to go in the lesson, presumably taken the students along*” (p. 18). In other words, a lesson plan functions as a guide for the teacher to establish a structure of the class for the students to clearly understand the knowledge and contents facilitated by the teacher.

The lesson plans were designed along the application of the study, which were based on the model of PPP, lesson plan, to establish a logical sequence of the tasks. According to Spratt et. al. (2011), the PPP approach is used to present a new language, considering meaning or use and form of the English language, giving opportunities to students to practice the language in a safe and confident environment, using the language for communicative purposes.

3.2.3 Didactic Material Justification

The didactic materials design in the lesson plans were elaborated related to NLP techniques. Regarding the activities of the students' book “Elevator 1” using more dynamic tasks such as role plays, listening activities and songs; these materials were created by the trainee teacher and researchers, respecting students' characteristics such as behavior,

languages' skills and motivation, which were mainly the listening and the writing skills, even though reading and speaking skills were not left behind.

3.3 Approach and Design

The phenomenon which has been studied refers to the lack of students' motivation regarding EFL lessons. One way to improve this motivation is through the application of NLP techniques, that is why this research presents a qualitative approach which requires an explanation of the study, concerning the teacher's logbook and classroom checklist, in which the trainee teacher and researchers have been inserted into the natural environment of the EFL classroom, creating a close relationship with the group of study, being the teacher participant as researcher and a quantitative character due to the statistical data interpretation, considering the pre and post questionnaires to measure students' motivation. Furthermore, this study has a quasi-experimental design. According to Jackson (2011), a quasi-experimental design has the lack of any control group or comparison group in which the participants are not randomly assigned, due to the necessities of the research.

3.3.1 Qualitative and Quantitative approach

As mentioned before, the research included a qualitative approach. As stated by Creswell (2009), a qualitative approach explores and understands individuals or groups, as a social or human problem. A qualitative approach considers questions, procedures and an inductive method, after that, the research could make an interpretation of the data collection.

Bogdan and Biklen (2007), defined qualitative research as “*an approach to social science research that emphasizes collecting descriptive data in natural settings, using inductive thinking, and emphasizing the understanding of the subjects’ point of view.*” (p. 274)

Considering the study, the qualitative approach has to do with the understanding of the lack of students’ motivation with regards to English classes.

Additionally, it has a quantitative character due to the statistical interpretation of the data collection. As stated by Hoy (2010), quantitative researchers emphasize control and quantify measures, connecting empirical observations with mathematical expressions.

In Creswell’s view (2009), “*a quantitative approach regards testing objective theories by examining the relationship among variables...These variables can be measured on instruments, so that numbered data can be analyzed using statistical procedures.*” (p. 4)

3.3.2 Quasi-experimental Design

Regarding the methodological design, this research presents a quasi-experimental character. Considering the universe in which the study was carried out, the group of study was chosen by the researchers, and it was only one group in which this study was developed.

Morales (2012) claims that “*quasi-experimental designs are those in which there is not a control group or a random assignment of the study subjects.*” (p. 4)

It is a quasi-experimental research, because it was addressed to one sample, as the participants were assigned according to their characteristics that supported the study, those characteristics were related to:

- a. Gender.
- b. Students' grade.
- c. Educational center.
- d. Students' motivation.

This research provides students with experiences and information in accordance with the motivation achievement, and also the description of behaviors, opinions and the social relationship between individuals, within

a specific group of study, which has been chosen by the researchers in relation to the study needs.

3.4 Resources

3.4.1 Universe

The universe was sorted out in the Metropolitan region, from the suburb of “La Florida”, in a state subsidized school, “Chilean Eagle College”. The Educational center was chosen by the trainee teacher, María Teresa Gutiérrez, member of the thesis group, who was imparting classes during the previous semester.

3.4.2 Sample

The selected class group was the 8th grade from elementary level. This course has a total amount of 41 students, 24 girls and 17 boys, with an average age of 14 to 15 years old, belonging to a social economic and educational middle class.

According to Gravetter and Forzano (2010), the sample regards a convenience sampling in which *“people are selected on the basis of their availability and willingness to respond.”* (p. 151). Thus, the sample was

selected due to the necessities of the research and the schedule availability of the group.

3.4.3 Economic resources

The didactic materials used in classes as worksheets, flashcards and videos among others, allowed a variety of lessons, through the use of technological resources.

3.4.4 Human resources

In accordance with the human resources the educational center and the main teacher of the course, Suyen Yau, supported us to do the fulfillment work.

3.5 Data collection method

In this research, we used the inductive method to interpret the gathering information. In Sternberg's view (2009), "*the inductive reasoning is the process of reasoning from specific facts or observations to reach a likely conclusion that may explain the facts.*" (p.499)

The data of the research were collected through three instruments, the pre and post Attitude/Motivation Test Battery to level students'

motivation; the teacher's logbook to record a personal reflection about students' behavior and motivation during the study; and the classroom checklist to monitor the teacher's competences; in which the information and the collected evidences of the studied phenomenon regarded the improvement of students' motivation which were defined through the inductive method.

3.6 Data Collection Techniques

The data collection technique required different evidences to achieve the objectives. Hence, it was necessary to consider three instruments to analyze and to measure students' motivation.

3.6.1 Instruments

The characteristics of the instruments which will be mentioned below, discuss issues of validity, reliability, and feasibility, a brief description of the design of the study and finally, the purpose of the application of them.

The instruments applied in this study were implemented to level the students' levels of motivation in the English class. They were the following:

- a. Pre Attitude/Motivation Test Battery and post Attitude/Motivation Test Battery.
- b. Teacher's logbook.
- c. Classroom checklist.

The last two instruments describe the teacher's competences and measure students' behavior and motivation, during the application of NLP techniques in the EFL classroom.

The teacher's logbook and the classroom checklist have a qualitative character due to the interpretation of the collected data, considering the explanation of students' behavior and level of their motivation through the study progress.

There was one instrument which has a quantitative character regarding the collected data which was classified through the use of graphs followed by a description and interpretation of the results and findings. Those instruments for the data collection were adapted from the original versions, which were modified according to students' age and the research objectives, which were to choose the most suitable NLP techniques to increase students' levels of motivation in the EFL classroom.

3.6.2 Pre and post Questionnaire

3.6.2.1 Description

According to Oppenheim (2005), “*a questionnaire is not just a list of questions or a form to be filled in. It is essentially a measurement tool, an instrument for the collection of particular kinds of data*”. (p. 10)

In this study, the questionnaire was used to elicit quantitative information regarding the students’ motivation.

The pre and post questionnaires were applied two times in Spanish language due to students’ low level of English. The instruments consisted of eleven questions, with a Likert scale, enumerated from 1 to 7, in which students had to circle the best option that placed their motivation according to the statements.

Each question has a different range of appreciation as is shown below, for example:

1. Mi actitud hacia mi profesor/a de inglés es:

DESFAVORABLE ___1:___2:___3:___4:___5:___6:___7 FAVORABLE.

2. Mi motivación hacia el aprendizaje del inglés con propósitos prácticos (por ejemplo: obtener un buen trabajo) es:

DÉBIL ___1:___2:___3:___4:___5:___6:___7 FUERTE.

3. Me preocupo por hablar en inglés fuera de la sala de clases:

MUY POCO ___1:___2:___3:___4:___5:___6:___7 BASTANTE.

Chart 3: Attitude/Motivation Test Battery Sample

This standardized test was administered before and after the research by the teacher. After the application of this questionnaire, there was a comparison between the pre and post questionnaires to measure the difference between students' motivation at the beginning and the end of the study, those comparisons will be shown through graphs and analysis in the data collection chapter.

3.6.2.2 Objectives

The Attitude/Motivation Test Battery (AMTB) instrument was applied in order to know the level of motivation and attitudes of students toward English lessons at the beginning and at the end of this research.

3.6.2.3 Validity, reliability and feasibility

The AMTB instrument was taken from the following website: <http://publish.uwo.ca/~gardner/docs/englishamtb.pdf>, written by Gardner 2004; and adapted from the researchers.

According to Naghi (2005), this present research has construct validity, due to the relation between the measuring instruments with the theoretical framework. Moreover, the AMTB instrument is directly related to students' levels of motivation.

The AMTB instrument is considered reliable due to its application, which was applied two times to students; the first time at the beginning of the study, and the second time at the end of it, to find out changes in students' motivation according to the application of NLP techniques with a pre and post questionnaires.

Considering the feasibility of the instruments, it was possible and convenient to apply them due to the economic and human resources and the interpretation of the results.

3.6.3 Checklist

3.6.3.1 Description

As stated by Stronge (2007), the classroom checklist is used for self-assessment, and reflects the different elements identified in the classroom for an effective teaching. Moreover, the checklist provides information about teaching competences, and teacher's strengths and weaknesses.

The classroom checklist instrument was adapted from *Pauta observación de clases (Acompañamiento al aula)*.

The second instrument applied in this study alludes to participant observation of the lessons, with the use of NLP techniques. The instrument was applied during the eight lessons.

The classroom checklist was the second instrument applied, which consisted of general observations in order to provide more empirical support to the investigation. The checklist instrument had an evaluation criteria divided into three options: yes, no and non-observed.

The observations consisted of identifying two main competences, as follows:

- a. Pedagogical competences: regarding to the teacher's pedagogical competences, the checklist considered three main aspects; class

structure, the contents management and the teacher's teaching methodology.

- b. Classroom management skills; which mainly referred to the teacher's ability to establish an optimal work environment to be able to achieve the objectives as a result, a meaningful learning, considering the students' motivation. Another function of the classroom checklist was to collect information of the lessons in order to know if the teacher attained the goal of motivating students through activities with NLP techniques.

During the application of the classroom checklist was also considered the type of the methodology language teaching which was the Grammar-translation method regarding the review of the contents which were mainly grammatical structures and lexis.

Nagaraj's (1996) study found the following regarding Grammar-translation method:

It is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and part of texts from the mother tongue into the target language and vice versa. And also the vocabulary is taught through the bilingual word lists, reference to the dictionaries and memorization of words and their meaning. (p. 2)

The classroom checklist was the evidence to obtain information about the accomplishment of the motivating activities according to Grammar-translation method with the NLP techniques applied.

3.6.3.2 Classroom checklist objectives

The classroom checklist instrument has as a main objective to determine the teacher's competences within the EFL classroom, regarding the teacher's weakness and strengths, he/she may have.

3.6.3.3 Validity, reliability and feasibility

The classroom checklist instrument was already validated and applied in the educational center of Municipalidad de Yumbel, Chile. The reliability of the instrument was based on the observer, who was inside the EFL classroom. The feasible characteristic of the instrument was given by the practical and economic application of the study, moreover, the teacher authorized to be observe and to be evaluated. And finally, the ease interpretation of the data collection through a brief description, which explained the items, referred to the teacher's competences.

3.6.4 Teacher's logbook

3.6.4.1 Description

The third instrument was applied eight times during the lessons (three weeks), in order to record daily information about students' attitudes, motivation, and participation in accordance with the application of NLP techniques. The logbook was written by the trainee teacher to compile evidence of the events that happened in the lessons during the application of NLP techniques in order to collect different assessments to know students' levels of motivation.

3.6.4.2 Objective

The objective of the teacher's logbook was to record the students' reality inside the classroom, regarding students' motivation, attitudes and participation as a process at the beginning and at the end of the application of NLP techniques.

3.6.4.3 Validity, reliability and feasibility

According to Naghi (2005), the teacher's logbook has a superficial validity regarding the subjective evaluation of the researcher. Additionally, this instrument had a reliable characteristic due to the empirical evidence

written by the teacher who carried out the lessons, in order to record and to reflect information about the motivational changes through students' behaviors. This instrument had a feasible characteristic due to the easy application and data collection.

3.7 Scope and limitations

The present study related to NLP techniques has some limitations, which are referred mainly to the time limit, resources and availability of the educational context of study. Firstly, regarding the time limit in which the study was developed, it was not enough to reach a meaningful change in students' motivation, even though the researchers noticed a positive and partial change due to the short time, considering the eight classes in which the study was applied. Secondly, the availability of the educational center due to the finalization of the academic year and the extracurricular activities of it, regarding this, the application of the study could have been longer, achieving more meaningful changes in students' motivation. Thirdly, the technological resources of the educational center which were not available at the time they were required according to the study schedule, hindering the application of NLP techniques. Fourthly, in relation to the universe which the NLP techniques were applied, it was very difficult to deal with students who had serious behavioral and social problems; these factors most of the time hindered the order, and development of the

lessons, in addition to the large number of students. Fifthly, in relation to the data collection methods, specifically the classroom checklist, it should have been done by two observers, constantly in all the lessons in which NLP techniques were applied in order to have a record of all the events of the class regarding students' behavior and motivation. Finally, another limitation of the study makes reference to the instruments validity, which were not checked and endorsement due to the time limitation.

In spite of all the barriers that were presented during the development of this study, it was possible to observe a partial change in students' motivation in the learning activities and tasks prepared according to NLP techniques, which were applied to the lessons with no major hinders.

Chapter IV:
DATA ANALYSIS

4.1 Introduction

In the first part of this chapter we will present and analyze the data collected from the pre and post Attitude/Motivation Test Battery. In the second part, we will describe the information obtained from the teacher's logbook, and finally, we will examine what we found in the classroom checklist related to the objectives and the findings of this study.

4.2 Quantitative instrument

4.2.1 Pre and Post Questionnaires: Charts

The chart below shows the results obtained from the Attitude/Motivation Test Battery applied to students of 8th grade at the Chilean Eagles College, which includes eleven statements with seven alternatives going from 1 to 7, using Likert scale.

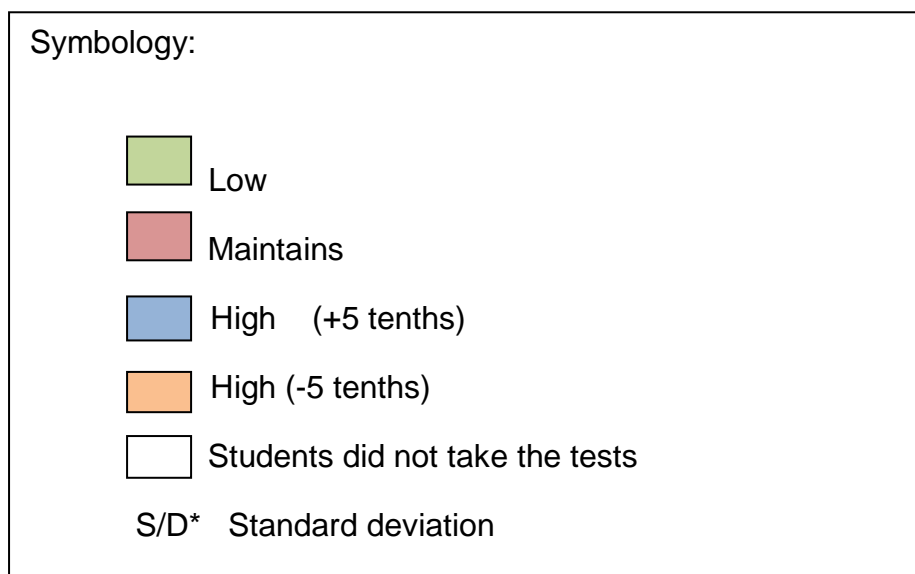


Figure 2. Symbology

Student 8.	3	4	6	3	2	5	7	6	1	3	4	5.0	1.34
Student 9.	4	6	5	6	5	6	6	2	5	4	5	6.4	0.67
Student 10.	7	7	6	7	7	7	7	5	1	6	7	5.6	0.80
Student 11.	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 12.	4	4	6	5	4	6	5	2	4	1	3	4.0	1.54
Student 13.	7	6	7	7	7	6	6	7	6	5	7	4.5	1.75
Student 14.	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 15.	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 16.	5	5	7	7	5	4	7	6	4	4	7	3.7	1.48
Student 17.	7	6	7	6	6	5	7	3	5	4	6	5.5	1.63
Student 18.	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 19.	5	6	3	3	1	4	7	1	1	1	1	5.3	1.34
Student 20.	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 21.	6	5	6	5	4	6	7	1	4	2	4	5.3	1.27
Student 22.	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 23.	5	4	5	6	5	6	7	1	4	2	4	4.7	1.84
Student 24.	3	5	6	5	4	6	7	1	6	3	5	4.5	2.46
Student 25.	4	2	5	3	4	6	7	1	5	6	3	4.5	1.80
Student 26.	5	4	5	4	5	5	7	1	6	2	6	4.2	1.83
Student 27.	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 28.	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 29.	5	7	5	6	4	7	4	1	1	4	3	5.2	1.83
Student 30.	7	5	4	7	4	4	7	6	5	4	5	4.6	1.56
Student 31.	7	5	7	7	7	6	7	6	5	4	7	4.1	2.07
Student 32.	4	5	4	4	6	1	4	3	5	4	1	5.6	0.92
Student 33.	4	5	5	4	4	4	5	5	3	5	4	4.4	0.67

Student 34.	3	3	5	7	7	5	7	6	5	2	7	3.7	1.55
Student 35.	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 36.	5	5	6	6	5	5	6	2	6	3	6	5.3	2.05
Student 37.	2	4	7	7	2	6	3	1	3	2	3	6.1	1.81
Student 38.	5	2	5	6	4	6	7	4	6	4	7	3.2	1.16
Student 39.	3	3	3	4	4	4	4	2	3	1	3	1.8	1.32
Student 40.	5	6	7	6	5	6	7	5	4	5	6	3.8	1.94

Total Average: 4.7

Chart 3. Pre questionnaire results.

4.2.3 Post questionnaire

The post questionnaire was applied in order to know the levels of motivation of each student after the application of the Neuro-Linguistic Programming (NLP) techniques in the English a Foreign Language (EFL) classroom. The factors to measure the students' motivation considered the statements from 1 to 11 (on the top), in which each statement had a gradation from 1 to 7 reflecting the students' answers.

A total average was taken to make a final comparison between pre and post questionnaires regarding the rise of students' motivation, and finally the standard deviation which demonstrated the difference between the answers of each student.

Name	Statements											General Average	S/D*	
	1	2	3	4	5	6	7	8	9	10	11			
Student 1.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student 2.	5	4	6	5	5	6	5	2	4	5	7	4.9	1,30	
Student 3.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student 4.	4	5	6	4	4	4	5	5	4	5	3	4.5	0,82	
Student 5.	5	3	6	7	6	4	7	3	4	5	2	4.7	1,67	
Student 6.	4	5	4	6	3	6	5	1	4	5	5	4.6	1,43	
Student 7.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student 8.	5	6	6	6	6	5	7	1	1	4	6	4.8	2,04	
Student 9.	5	7	7	7	6	6	7	7	6	7	6	6,4	0,68	

Student 36.	7	6	5	6	7	7	6	4	6	6	5	5.9	0,94
Student 37.	7	7	7	7	7	7	7	5	6	7	6	6.6	0,67
Student 38.	5	4	6	5	3	5	7	2	3	4	1	4.1	1,75
Student 39.	3	1	2	2	2	1	1	3	1	1	1	1.6	0,80
Student 40.	5	7	5	5	5	5	6	2	5	6	5	5.1	1,22

Total Average: 5.1

Chart 4. Post questionnaire results.

4.2.4 Total average interpretation

Through the use of the pre and post questionnaires, the general objective, to ascertain whether NLP techniques affect the level of motivation to learn English as a Foreign Language in eighth grade students, was partially accomplished because the expected results were not obtained as it was expected. The expected result was that students' levels of motivation would have increased in 10 tenths; nonetheless, students' levels of motivation increased in only 4 tenths. According to the first specific objective, to determine which NLP techniques are useful to increase the levels of motivation to learn English in eighth grade students, was partially attained because all NLP techniques were useful to some extent to increase students' levels of motivation regarding the English language, due to the different kind of activities that students performed. Regarding the second specific objective, to determine which learning activities encourage students to participate in English classes, it was partially achieved, because we noticed that students were more motivated for those activities which involved, group work, kinesthetic, listening and some speaking activities in which students felt safer at the time to perform them, those activities allowed students to participate and to acquire language learning in a foreign language which was accomplished favorably in terms of students' participation.

The present investigation has shown that the predominant pattern presented in the study was temporal variation because the data collection methods were implemented in different days during the weekly interventions.

Comparing the background information regarding the impact of Neuro-Linguistic Programming techniques in the English learning process as a Foreign Language (EFL), with the results provided by this research there was a partial coincidence in terms of the effectiveness in the use of NLP techniques.

As we postulated in our hypothesis, there appears to be a clear difference between the pre and post Attitude/Motivation Test Battery. Taking into consideration charts 3 and 4, seven out of twenty-eight students showed a low level of motivation because their general average decreased considerably. There was one student who maintained the level of motivation toward learning English and the majority of students reflected a high level of motivation (students who increased the level by having more than five tenths).

The standard deviation shows how much variation or "dispersion" exists from the average. On the one hand, a low standard deviation indicates that the data points tend to be very close to the mean. On the other hand, high standard deviation indicates that the data points are spread out over a large range of values.

Basically, the aspect that we did not know when we started working on the project was the fact that NLP techniques had to go together with a number of factors such as the mastery of the English content, classroom management skills, and classroom clearness and to establish an optimal learning environment by the teacher.

The relevance of the results obtained by the application of the two modalities, Attitude/Motivation Test Battery, confirmed the hypothesis that we postulated at the beginning of this research. Furthermore, the results exposed in the charts above were really interesting and based on empirical evidence.

It seems reasonable to conclude that the data findings taken from students demonstrated lack of motivation in relation to the English subject. This issue was reflected in the results from chart 1.1 (Total average: 4.7) Nonetheless, an important amount of students enhanced their levels of motivation in post Attitude/Motivation Test Battery (Total average: 5.1). Through the application of the study we were able to notice that NLP techniques applied in the English lessons, increased students' motivation. Even though the rising of the students motivation was not higher due to the study last (8 lessons).

4.3 Graphs Interpretation

In this section we will provide graphs evidence of the results obtained in the Attitude/Motivation Test Battery with the purpose of highlighting the students' levels of motivation from the pre questionnaire to the post questionnaire applied to 28 students from 8th grade at the Chilean Eagles College.

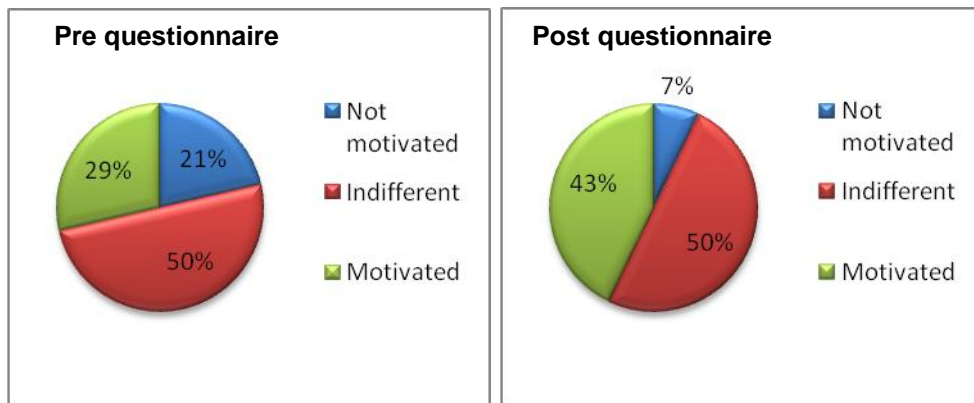
This questionnaire partially reached the general objective due to NLP techniques affected students' levels of motivation. However, they affected to some extent.

In order to have a better understanding of the graphs, we will divide the alternatives from each statement into three main categories to indicate the students' levels of motivation. These categories are: not motivated, indifferent and motivated.

The first category not motivated is the lowest category which indicates students' lack of motivation. This category includes alternatives 1 to 3 from each statement. The second category indifferent is an intermediate level regarding students' levels of motivation and attitudes, which include alternatives 4 and 5 from each statement. In this category it is not enough to reach a meaningful level of motivation, demonstrating indifference in relation to the English language. The last category "motivated", regards alternatives 6 and 7, in which students demonstrated

a desirable motivation and interest toward the English language and tasks performed inside the EFL classroom through the application of NLP techniques.

1. My motivation to learn English in order to communicate with English speaking people is:



Graph 1

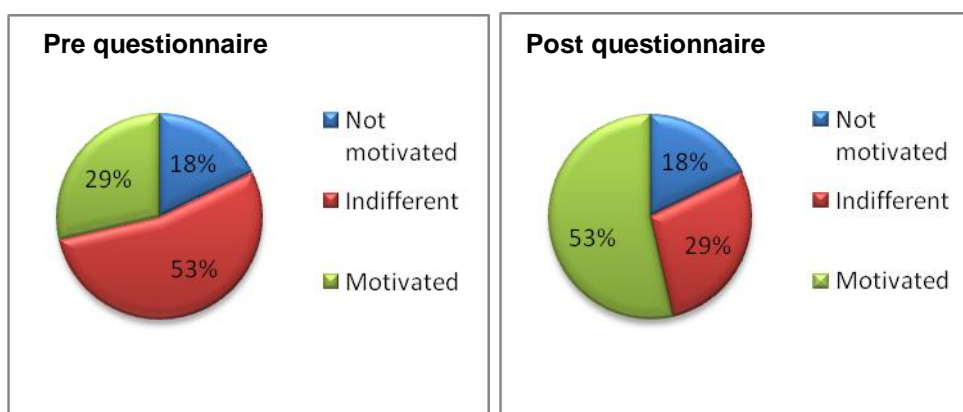
Graph 2

Data interpretation:

It seems reasonable to infer from these graphs that in the post questionnaire the number of students who were not motivated decreased considerably (14%). Regarding students who were indifferent to learn English in order to communicate with English speaking people, they remained in 50% and motivated students increased partially from graph 1 to graph 2 in 14%.

We may infer that NLP techniques applied to English lessons made some changes in students' behavior because of the results obtained in the graphs interpretation.

2. My attitude toward English speaking people is:



Graph 3

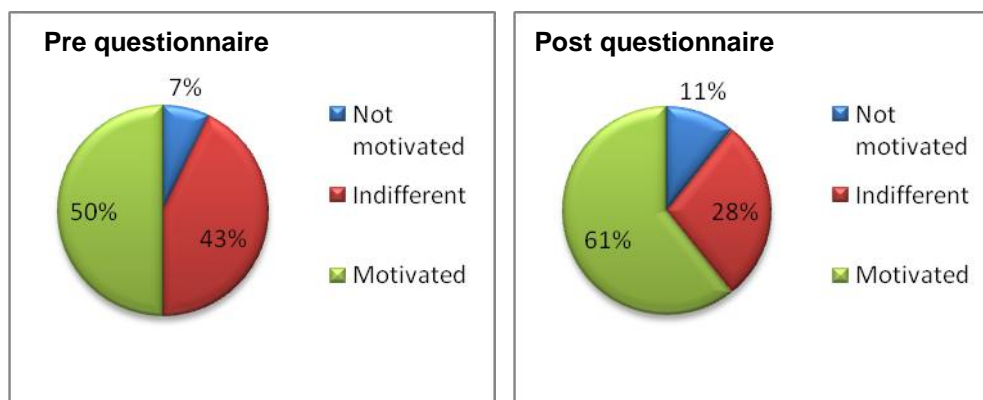
Graph 4

Data interpretation:

The results obtained from the pre and post questionnaires varied favorably considering students' levels of motivation. The category that showed students who were not motivated remained in 18%. The students that expressed an indifferent attitude or motivation declined in 24%, and the category showing the highest level of motivation increased in 24%.

In accordance with the increase of motivation in this statement, we may infer that students developed more interest in the English language through the application of NLP techniques related to the speaking language skill, and also the rapprochement of students to the English language due to extrinsic motivation.

3. My interest in foreign languages is:



Graph 5

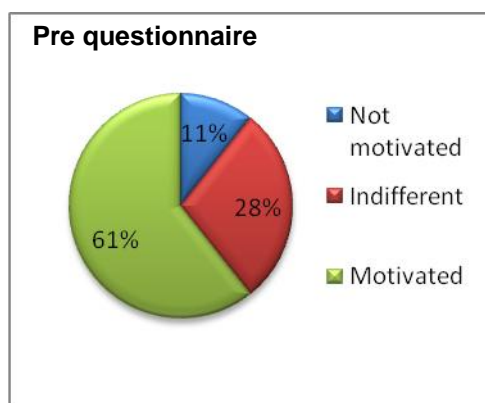
Graph 6

Data interpretation

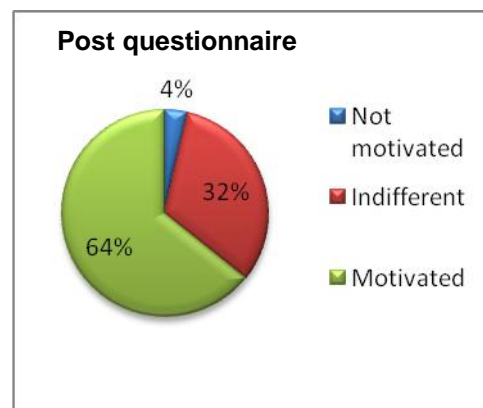
The graphs demonstrate that the students who were not motivated increased in 4%. The students that were indifferent to foreign languages decreased slightly in 15%; and finally, the students that were motivated or interested in foreign languages increased in 11%. Additionally, the number of students who were indifferent to foreign languages decreased from 43% to 28% (15%), which is very similar to the number of students who moved up from 'indifferent' to 'motivated' in our motivation scale.

We may infer that students increased their level of interest due to the variety of activities considering the use of NLP techniques demonstrating more participation in the English lessons.

4. My desire to learn English is:



Graph 7



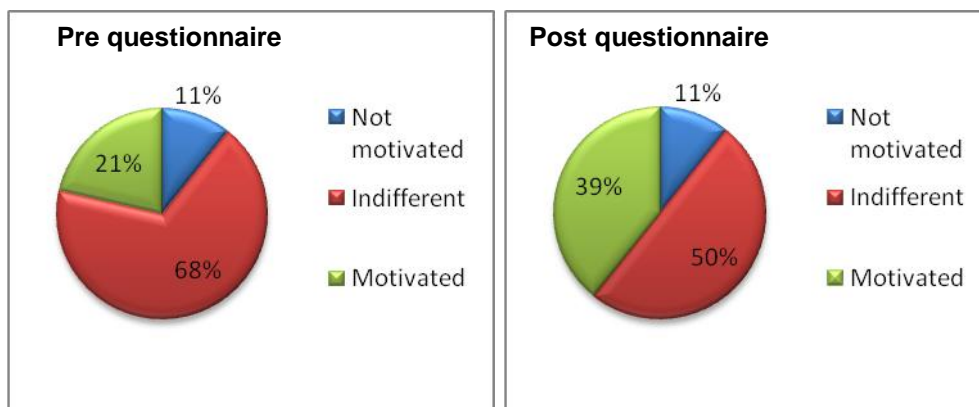
Graph 8

Data interpretation:

The number of students who were not motivated at the beginning decreased in 7% with the post questionnaire. Regarding the second category, the students who were indifferent in accordance with the desire of learning English increased their motivation in 4%. And the third category, students that were motivated increased in just 3%. Thus, we could infer that at least 3% of the subjects, who were not motivated to learn English at the beginning, changed their minds abruptly after a short period of classes using NLP techniques.

The results obtained show us that all categories of students were more motivated considering their desire to learn English due to the application of NLP techniques and the students' intrinsic motivation.

5. My attitude toward learning English is:



Graph 9

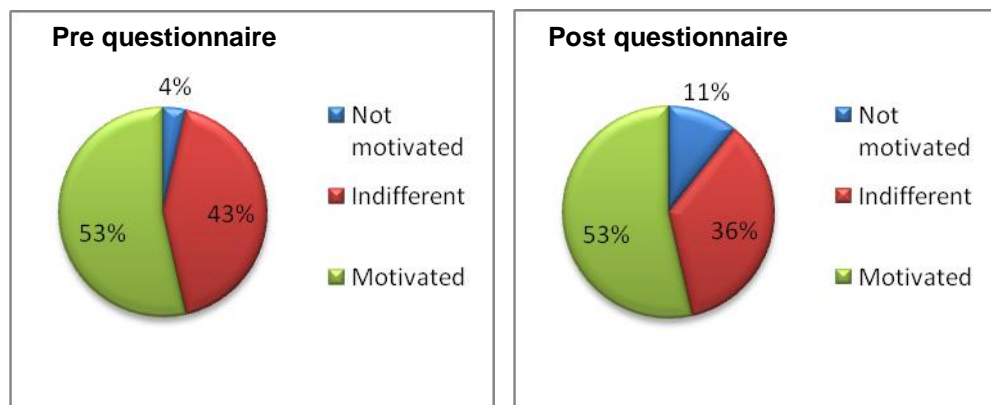
Graph 10

Data interpretation:

An important issue of considerable interest is the relationship between pre and post questionnaires. In relation to the not motivated category, the results remained the same with 11%. The second category, students who maintained an indifferent attitude toward learning English decreased considerably in 18%, and finally the last category of students that were motivated increased considerably in 18%.

We may infer that 18% of students which were in the indifferent category moved up to the next category to join the group of students who were motivated to learn English.

6. My attitude toward my English teacher is:



Graph 11

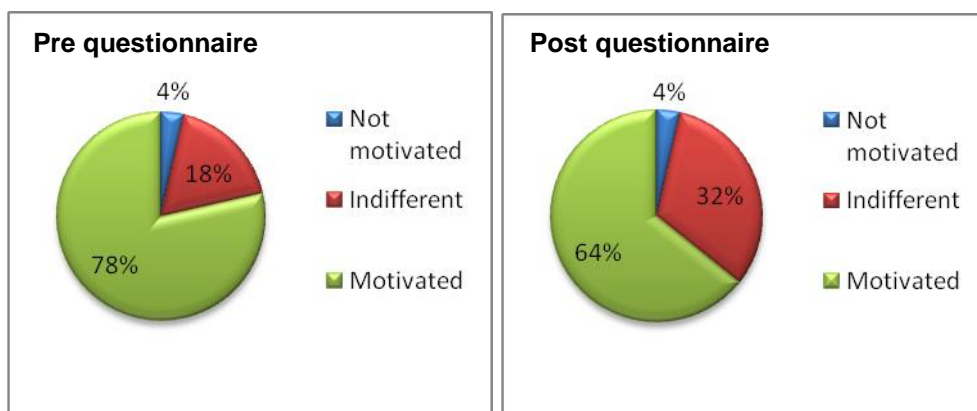
Graph 12

Data interpretation:

In accordance with the graphs above, the not motivated category increased in 7% in accordance with their attitude toward their English teacher. The second category, indifferent, decreased in 7% and, the last category of students who were motivated maintained their attitude toward their English teacher demonstrating the same percentage (53%).

We might say that the application of NLP techniques, which the teacher performed in the classroom, generated some changes in the students' behavior and motivation regarding the English language. However, their attitude toward their English teacher did not change as much as we expected.

7. My motivation to learn English for practical purposes (e.g. to get a good job) is:



Graph 13

Graph 14

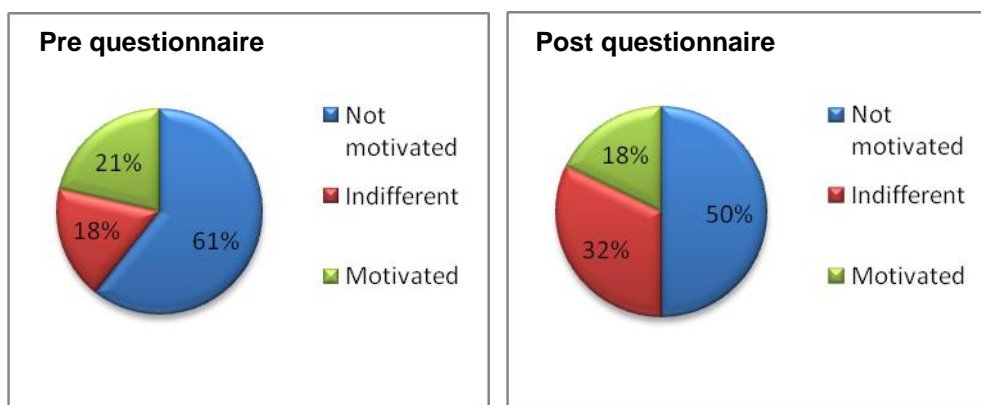
Data interpretation:

The results from the pre and post questionnaires demonstrated that there was no major positive variation in the students' motivation to learn English for practical purposes. The first category of students who were not motivated maintained their motivation to learn English for practical purposes showing no changes (4%), whereas in the second category, the number of students who showed an indifferent attitude towards this issue increased in 14%, and the third category of students who were motivated decreased in 14%.

By looking at the numbers, we could infer that NLP techniques did not work for students in this category. However, it is also possible to hypothesize that due to the fact that students were immature, they did not

demonstrate any projection or futures plans regarding practical purposes for the English language.

8. I am interested in speaking English outside the classroom:



Graph 15

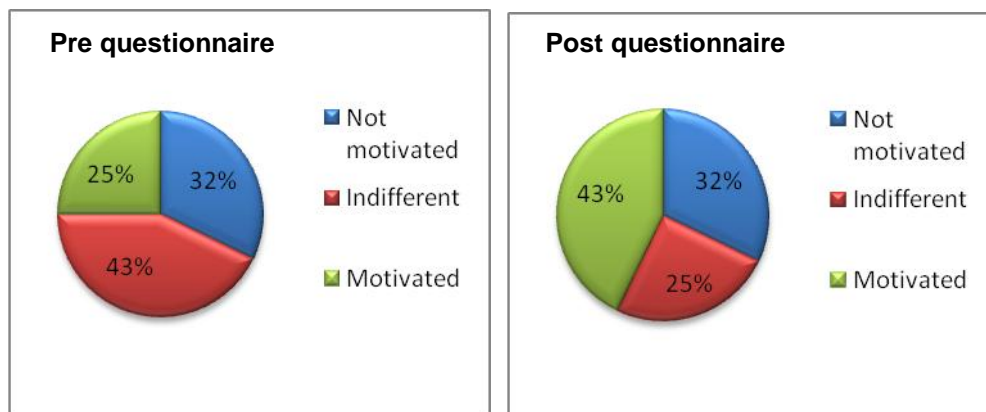
Graph 16

Data interpretation:

In this case the evidence led to hypothesize that students' motivation to speak English outside the classroom did not increase as much as we expected considering that the motivated category decreased in 3%, the indifferent category increased in 14%; and that in the not motivated category there was a significant decrease (11%).

Regarding the decrease of students' motivation of speaking English outside the classroom, this may be due to the lack of confidence and opportunities to practice the language.

9. My attitude toward my English course is:



Graph 17

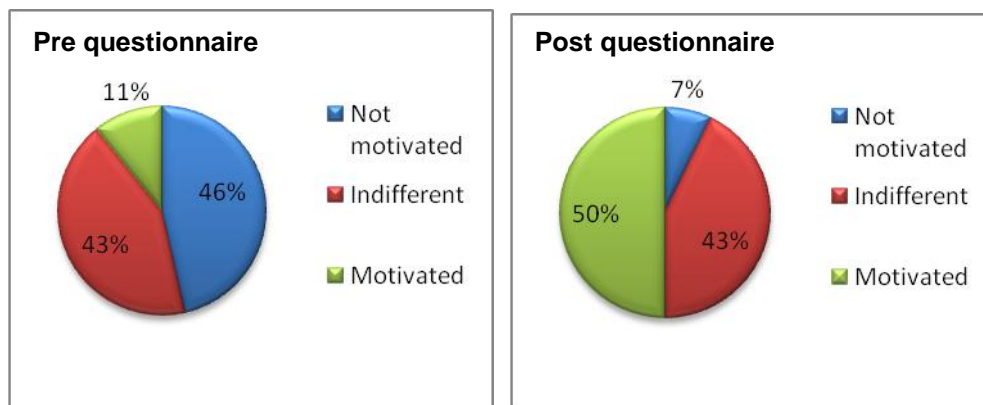
Graph 18

Data interpretation:

It is relevant to observe that there was a significant change in the students' levels of motivation. Because the not motivated category remained in 32% in both graphs, the indifferent category decreased in 18% but, the motivated category increased in 18%.

Regarding domain B of the *“Marco para la Buena Enseñanza”*, we might say that students that were in the indifferent category moved up to the motivated category due to the teacher's performance in the classroom, who created a safe environment to practice the English language, considering students' needs.

10. I am interested in speaking in my English class:



Graph 19

Graph 20

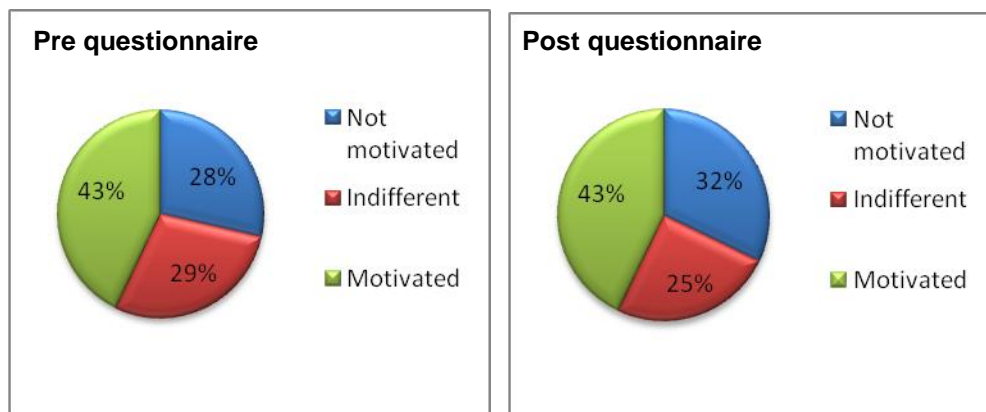
Data interpretation:

At this point it is highly important to mention the impressive results obtained in this category as shown in the graphs above, because the results demonstrated that students were aware of speaking English in the classroom after the period of intervention.

On one hand, the graphs demonstrated that the not motivated category decreased considerably after the intervention from 46% to 7%. On the other hand, the indifferent category remained the same with 43%, even though the motivated category increased significantly from 11% to 50%.

This fact was observed in the classroom, because students took part in most of the lessons in which different NLP techniques were used. Moreover, the opportunities given by the teacher helped students to develop speaking skills according to their level of knowledge.

11. My motivation to learn English is:



Graph 21

Graph 22

Data interpretation:

Both graphs showed no variation in the motivated category, furthermore, the not motivated category increased in 4% therefore, students who were indifferent decreased in 4%, too.

According to this statement we may infer that there was not a significant variation between the percentages. However, during the application of the study we could notice that students were more motivated than at the beginning of the study due to the application of NLP techniques.

4.4 Qualitative instruments interpretation

The instruments used in the research were both qualitative, which were based on the observation of the lessons in the application of NLP techniques. Both instruments were personal reflections coming from the observer and the teacher. One of them, the teacher’s logbook, was applied in order to record information of the students’ behavior regarding their increase or decrease of motivation in relation to the application of NLP techniques. And the other, the classroom checklist, was applied to get another point of view of the lesson regarding the teachers’ competences.

4.4.1 Teacher’s logbook: Behavior and participation

The following teacher’s logbook was created by the trainee teacher and used to collect information such as students’ behavior and motivation through the application of NLP techniques during the application of the study.

Date:	Time:	Lesson # ____
Contents:		NLP techniques:
Aids:		
Comments:		

4.4.2 Teacher's logbook interpretation

Regarding the trainee teacher at the Chilean Eagles College in the 8th grade of elementary school, since the beginning of the application of the project, she could verify that there was a slow, but positive change in students' behavior and in the students' learning process. According to behavioral changes, students demonstrated more interest to perform tasks assigned by the teacher; asking questions when they did not understand the directions for the activities, and a great participation on all kind of tasks, demonstrating a change in their motivation for the English lessons. At the beginning, during the lessons, students maintained and demonstrated a negative behavior, they were distracted, talkative and in some cases they were disrespectful, although this last attitude changed with the time. Later, the teacher was able to create a positive and closer atmosphere with students, giving them feedback as a group and individually every time they needed it, and little by little, students started feeling more interested and confident about their personal skills.

In relation to the learning process, the teacher noticed that students were good at listening activities, and the teacher decided to develop this skill over the other language abilities. Students were able to complete tasks and open ended exercises, although the majority of them were motivated by rewards or an extra point for the English level test. Furthermore, the teacher noticed that students were able to complete a task when she gave them patterns; in that way, students could follow the

pattern, and then create sentences according to those patterns. Another point to outline in the learning process is the use of NLP techniques to achieve a task, for example, when the students did not understand a task, the teacher was able to exemplify it using the body, facial expressions, giving patterns to follow, and so on.

Through the observation of the teacher's logbook, in comparison to previous classes, it was possible to conclude that students were motivated by different kind of activities with dynamic tools that caught students' attention by the use of roleplays, videos, songs and mimicry, among others. Those tasks allowed students to keep attention in a more dynamic learning process, despite their lack of interest and motivation in the English class at the beginning of the study. With these different activities and more didactic lessons, students changed their behaviors, and their attitude toward the English class, feeling more comfortable and engaged in the lessons, which were demonstrated by the participation in the classes.

4.5 Classroom checklist interpretation

I. Pedagogical competences:

According to the classroom checklist and specifically, the pedagogical competences, all the observations coincide that lessons were well-structured; this included the execution of stages of the Presentation, Practice and Production (PPP) model. Furthermore, it is relevant to mention that the objectives were clearly explained to learners, and their learning process was evaluated in order to get a formative assessment of the learning process.

Concerning teacher's contents management firstly, the contents that were presented in the three week time intervention were the following: verb to be in past simple tense, regular and irregular verbs, comparatives, intentions and future plans; secondly, the teacher seemed to feel confident considering the contents management at the time of teaching to students according to the Plans and Programs (*Planes y Programas de Estudio Octavo Básico*) of Chilean Ministry of Education (MINEDUC)

In relation to teacher's didactic strategies, the teacher was conscious of students' knowledge and capacities and capable of implementing the necessary tools and learning tasks with the purpose of making students feel comfortable with the development of the class.

In accordance with the teaching methodology, the teacher made use of didactic material and technological resources which consisted of

listening and some speaking tasks, giving the students a more dynamic and noteworthy lesson in which students became the main agents and active participants in each lesson. The teacher's methodology consisted of the use of ICT (Information and Communication Technology) such as flashcards, videos and music with the purpose of giving a more motivating class. The teacher utilized different strategies to promote the development of the four English language skills, adding up the technological support.

The speaking skill was the only one that was not developed at the same level as the other skills, because of the students' anxiety, the lack of confidence and the fear to make mistakes at the time of speaking in English in front of their classmates.

In relation to Neuro-Linguistic Programming techniques applied in the lessons which were motivating and meaningful, engaging students with achieving the lesson aims. Moreover, the activities were prepared in advance according to students' personal preferences.

As it was exposed in the previous paragraph, speaking tasks were not one of the students' preferences, even though learners seemed to be interested in the listening and writing tasks.

The NLP techniques were used in the lessons to motivate students, regarding this, the teacher was able to make use of NLP techniques in accordance with the students' abilities and capacities to produce the language skills and therefore increase their motivation, for example; the

anchoring technique, through the activation of previous knowledge, by asking students what they remember and encourage them to check their knowledge, and the metaprogram technique was used for the purpose of creating dynamic and varied didactic materials, which involved students into the activities and tasks using the preferred systems (kinesthetic, visual and auditory).

The use of the NLP techniques in different kind of activities, which were different from the activities performed by the teacher before the application of the study motivated students to learn the language in a different and more dynamic way through the use of language between teacher and students (rapport), though the exemplification and simplification of language (metamodel), through the use of the senses (metaprogram), activating previous knowledge (anchoring), and through the use of patterns to perform the activities in an easier way (modeling).

II. Classroom management skills in relation to motivation:

The teacher established a positive and comfortable environment in the classroom; also she gave feedback of students' progress and facilitated values, confidence and security at the time of presenting the tasks and promoting a good relationship among students within a safe and close environment.

Regarding classroom rules, the teacher maintained the discipline and the classroom cleanness from the opening to the closing of the lessons. Furthermore, the respect value was considered as a key factor to maintain behavioral principles inside the classroom.

Finally, the teacher demonstrated preference for individual work rather than teamwork; in some classes students were talkative and messy especially, when they worked in groups and in pairs.

Regarding motivation, students were rewarded by the teacher for their participation in the lessons with positive reinforcements through encouraging phrases, candies and positive annotations.

4.5.1 Classroom checklist

The following classroom checklist completed by the trainee teacher was used to collect information such as the class structure, the contents management, the teaching methodology and the motivation.

I. ANTECEDENTS

Teacher:	Observed by:	
Level:	Subject:	Amount of students:
Date:		
Beginning of the class at:		
Ending of the class at:		

II. PEDAGOGICAL COMPETENCES ASPECTS

It consists of the teacher's competences related to the objective's clarity, contents management, class structure and teaching methodology.

A. CLASS STRUCTURE	YES	NO	N/O
1. The opening, developing, and closing stages of the class are observed.			
2. Teacher explains the objectives clearly.			
3. Teacher assesses and monitors the learning process of students.			
Comments:			

B. CONTENTS MANAGEMENT	YES	NO	N/O
4. Teacher has a good command of the English contents.			
5. Teacher manages the didactic aspects of the English class.			
6. Teacher identifies the characteristics, background knowledge and experiences of her students.			
Comments:			

C. TEACHING METHODOLOGY	YES	NO	N/O
7. The teacher uses didactic or technological resources to support her class.			
8. The activities correspond with the objective of the class.			
9. The teaching strategies are challenging, appropriate and meaningful to the students.			
Comments:			

III. CLASSROOM MANAGEMENT SKILLS

This part refers to the ability of the teacher to establish an optimal environment to reach language learning, which helps the ways of communication inside of the classroom.

D. MOTIVATION	YES	NO	N/O
10. The teacher establishes an environment based on relationships of acceptance, fairness, confidence, solidarity and respect to one another.			
11. The teacher establishes and maintains daily coexistence rules.			
12. The teacher establishes an organized work environment and provides opportunities and resources according to the learning.			
Comments:			

Adapted from "Pauta observación de clases" (acompañamiento al aula)

4.6 Triangulation

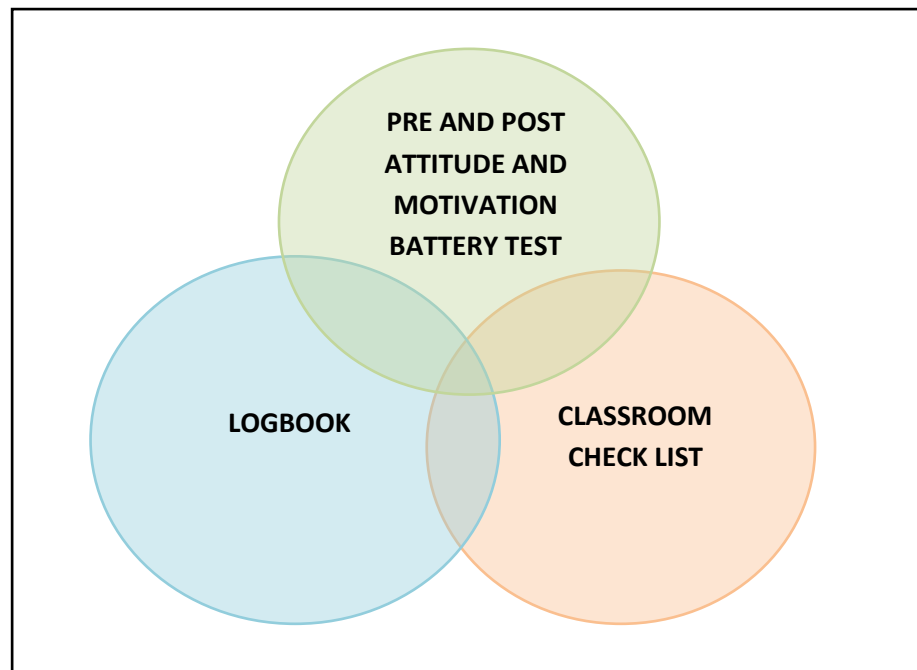


Figure 2. Data collection methods triangulation

In this research about the use of Neuro-Linguistic Programming techniques with the purpose of increasing motivation, three different types of data-gathering techniques were applied in order to extract pieces of information about the object of study using different perspectives.

The instruments applied to reach the general and specific objectives of the study were the pre and post Attitude/Motivation Test Battery, the teacher's logbook, and the classroom checklist.

The type of triangulation used was data triangulation, in which an attempt was made to establish similarities and differences according to various points of view reflected in the instruments, besides the connection

with the theoretical framework regarding motivation and NLP techniques as main concepts.

In relation to the instruments, the classroom checklist did not consider the lack of students' motivation however, the pre and post questionnaires considered it.

For the reason pointed out above, in this research only the two modalities of the questionnaire and the teacher's logbook were considered.

As predicted, there appeared to be a clear similarity between the two modalities of the questionnaire and the teacher's logbook because in the post questionnaire there was a partial increase in students' levels of motivation in terms of general average (from 4.7 to 5.1). This tied in some results obtained by the teacher's logbook in which the previously mentioned motivation was contemplated in students' participation and interest at the time of asking questions related to the learning tasks. A more probable explanation about this variable could be the application of NLP techniques.

Finally, the stated evidence showed in the instruments lead to hypothesize that:

- Firstly, a higher increase in the levels of motivation could have been observed if the study had considered a control group, that is to say, one in which NLP techniques had not been used. Perhaps, the

effectiveness of NLP techniques would had been proved and validated in a better way;

- Secondly, NLP techniques could improve levels of motivation if students' learning styles and students' personal preferences were taken into account; and
- Eventually, the effectiveness of these techniques could be demonstrated in learning contexts with a reduced number of students per class.

Regarding NLP techniques applied in the English lessons, we were able to notice the increase in students' levels of motivation to some extent. It is worth mentioning that the teacher was not a variable to increase students' motivation. The present research was not focused on the teaching methodology, but in the application of NLP techniques without altering the teaching methodology used by the teacher, this was demonstrated though the classroom checklist which was intended to recognize the teacher's competences and attitudes toward the English class.

It is important to highlight that there was a relation between the results of pre and post questionnaires and the teacher's logbook. Both are related to the concepts of NLP techniques and motivation regarding observations of the lessons which considered an increase in motivation through the application of NLP techniques.

On the other hand, “*Marco para la Buena Enseñanza*”, is related to the classroom checklist which considers the competences the teacher was able to perform according to the kind of students taking into account their abilities and needs, being able to establish an appropriate environment for students to actively participate in the lessons. In the teacher’s logbook, as mentioned above, the teacher noticed a change the students’ behavior in relation to their motivation in the English classes.

Chapter V:

CONCLUSIONS

5.1 Conclusions and future work

In this section, we will examine various final points of view of the study considering the results obtained from both data-gathering techniques and classroom interventions with the purpose of supporting our theoretical framework.

Firstly, we selected an educational issue which is referred to the lack of students' motivation in the English classroom. This problem was studied by applying Neuro-Linguistic Programming (NLP) techniques in order to achieve language learning in the English subject.

Secondly, the hypothesis of this study considered the application of NLP techniques in the EFL classroom to increase the levels of motivation in students in order to attain a language learning. This hypothesis was partially accomplished because the desired results were not obtained. The expected result was that students' levels of motivation would have increased in 10 tenths; nonetheless, students' levels of motivation increased in only 4 tenths.

Thirdly, the general and specific objectives were established to determine priorities in our research. The general objective was to ascertain whether NLP techniques affected the levels of motivation in eighth grade students to learn English as a Foreign Language. With the research study we could notice that NLP techniques affected students' levels of motivation to some extent.

The objective above was partially attained partially by two specific objectives. First, to determine which NLP techniques are useful to increase the level of motivation in order to learn English in eighth grade students. In relation to this objective we were able to notice that all NLP techniques were useful to increase students' levels of motivation regarding the English language, due to the different kind of activities which involved the four languages skills for all the students to work on the activities. Second, to determine which learning activities encouraged students to participate in English classes. Regarding this, we noticed that students were more motivated for those activities which involved group work, kinesthetic and listening activities were students felt safer at the time to perform an activity, those activities allowed students to participate and to acquire language learning in a foreign language which was accomplished favorably in terms of students' participation.

Fourthly, some information was taken from different sources such as books, scientific magazines, websites, theses, among others, to support our research with reliable and useful information.

Fifthly, three instruments were adapted in order to be applied in an English as a Foreign Language (EFL) learning context to prove the progress in students' motivation with empirical instruments.

Sixthly, taking into consideration the background information presented in the theoretical framework which helped us to guide this

research, it seems reasonable to point out that the set of NLP techniques (anchoring, metamodel, metaprogram, modeling and rapport) were included in the lesson plans in order to verify the effectiveness of them in the EFL classroom. With respect of the four domains taken from “*Marco para la Buena Enseñanza*”, it is worth mentioning that the teacher’s competences were considered by the trainee teacher at the time of performing her lessons. Throughout the development of the lessons, motivation was a crucial factor in the students’ learning process. Furthermore, two types of motivation were used which were: extrinsic and intrinsic motivation, both type of motivations were extrapolated in terms of rewards (candies), encouraging phrases, positive annotations, among others. Eventually, some motivational strategies proposed by Dörnyei (1994), were taken into account when the lesson design was carried out.

Finally, some pieces of information were extracted and then interpreted, such as Attitude/Motivation Test Battery, which was analyzed by means of graphs and results showing a total general average. The teacher’s logbook and the classroom checklist were analyzed and compared which allowed us to draw the following conclusions:

The findings from data collection methods and interventions were insufficient to allow any safe conclusions concerning the object of study because of many factors, such as lack of time, because the project was applied in a three-week-time period, which was not enough to ensure the effectiveness of the impact of NLP techniques on students’ motivation.

Through this investigation, it could be possible to find information referred to NLP. However, there was no sufficient information about the use of NLP techniques in the EFL classroom. In spite of the factors previously mentioned, students' levels of motivation increased to some extent, in the pre and post questionnaires applied, they increased four tenths in the general average from 4.7 to 5.1

Some notes were taken by the teacher (teacher's logbook) that allowed examining some increase in the students' levels of motivation, which was reflected in the students' participation regarding the execution of some learning tasks.

On one hand, more research is needed that investigates the relationship between motivation and NLP techniques. On the other hand, we hope that researchers investigate the relationship between motivation and NLP techniques considering the following suggestions:

- First, future researchers should carry out more investigations considering a control group, that is to say, to work with two different sample groups with the same teacher with the application of NLP techniques and without such techniques.
- Another possibility is that the same NLP techniques and lesson plans were used, but with different teachers. This suggestion could determine if the effectiveness of these techniques is a consequence of the teacher's performance or a result of these techniques.

- Second, NLP techniques efficacy can increase the students' levels of motivation if their preferred learning styles are taking into account.
- Third, NLP techniques should not be applied in all lessons; the classes should be alternate, in other words, one lesson with the application of NLP techniques and the following lesson without them with the purpose of giving students the opportunity to practice their preferred learning style.
- Fourth, NLP techniques could enhance students' levels of motivation if there is a reduced amount of learners per class.

To sum up, as a group we can state that NLP techniques are a key factor that can make the difference in the teachers' work and in the students' levels of motivation in the English classroom. It could be possible to obtain better results either in the students' marks or in the improvement of the teachers' proficiency, especially when the teacher had mastered the NLP techniques, providing that such techniques are suitable for each lesson.

We, as future teachers, are called to make changes in education, to innovate and to make students appreciate the importance of English and value the language as a very useful tool for communication.

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