



REVISTA

CÁTEDRA

Programación neurolingüística como estrategia innovadora para la didáctica de la lengua y la literatura

Neurolinguistic programming as an innovative strategy for language and literature teaching

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Resumen

Este artículo es el resultado de una investigación cuyo enfoque es cuali-cuantitativo. El propósito fue recolectar información y datos teóricos para entender y explicar cómo la Programación Neurolingüística (PNL) puede a través de los nuevos estudios de la Didáctica de la Lengua y la Literatura (DLL) contribuir en su desarrollo. Se pretende lograr que los maestros lleguen a vincularse con el mundo de los estudiantes. Las estrategias de la PNL han sido adaptadas a las clases de Lengua de una manera didáctica y se toma en cuenta el papel de las emociones en el desarrollo del proceso de enseñanza-aprendizaje. Los datos estadísticos obtenidos mediante una encuesta descriptiva ayudaron a conocer la forma en la que los maestros trabajan con los estudiantes y cómo ellos responden al modelo de aprendizaje aplicado. Por lo tanto, se concluyó que este modelo no responde a las necesidades actuales. La propuesta planteada brinda nuevas herramientas al docente para



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alcanzar un aprendizaje significativo tomando en cuenta las necesidades e intereses de los alumnos. Para esto el estudio se centra en las diferentes técnicas de la PNL, aplicables en el aula como: conocimiento de los sistemas representacionales que existen para sentir y conocer el mundo que nos rodea, cómo funcionan los niveles de pensamiento lógico y cómo afectan a la conducta, estrategias de *rapport* para sintonizar en grupo e incluso estrategias para mejorar la ortografía con la PNL.

Palabras clave

Didáctica, Lengua, Literatura, Programación Neurolingüística, *rapport*, sistemas representacionales.

Abstract

This article is the result of research with a quali-quantitative approach. The purpose was to collect information and theoretical data to understand and explain how Neurolinguistic Programming (NLP) can through the new studies of Language and Literature Didactics (DLL) contribute to its development. The aim is to get teachers to connect with the world of students. NLP strategies have been adapted to language classes in a didactic way and the role of emotions in the development of the teaching-learning process is taken into account. The statistical data obtained through a descriptive survey helped to understand how teachers work with students and how they respond to the applied learning model. Therefore, it was concluded that this model does not respond to current needs. The proposal proposed provides new tools to the teacher to achieve significant learning taking into account the needs and interests of students. For this, the study is centered in the different techniques of the NLP, applicable in the classroom as: knowledge of the representational systems that exist to feel and know the world that surrounds us, how the levels of logical thought work and how they affect the behavior, *rapport* strategies to tune in group and even strategies to improve the spelling with the NLP.

Keywords

Didactics, Language, Literature, Neurolinguistic Programming, *rapport*, representational systems.

1. Introducción

The Didactics of Language and Literature (DLL) is a science that studies the complex process of teaching a language. It is indispensable for the teacher to know the strategies for the development of both intellectual and motor skills. Besides, as Mendoza (2003) mentions, "DLL focuses on the adaptation, selection and derivation of linguistic and literary knowledge" (p. 5). In other words, DLL aims at reaching and enhancing knowledge and linking it to the students' experience and daily life. This is also recognized by Bronckart (2004)

Language didactics is a discipline that pursues the study of language and communication and its teaching within the framework of social interactionism insofar as it leads to the analysis of human behavior as contextualized or situated actions, in which the structural properties are a product of socialization (p. 42).



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However, today's education involves not only concepts, but also skills related to students' interests and needs, involving their emotions and behavior. Romo (2017) notes that "teachers are underprepared in the development of skills and are more engaged in concept work" (p. 21). Mohl (2017) also mentions that "a teacher who does not know how his students assimilate his expositions will not be able to adequately direct his learning processes" (p.22). With this we want to remember that it is the responsibility of both the teacher and the educational system to be ready to know and adapt new methodologies for the benefit of the students in order to achieve the desired quality and warmth. This can also be observed in the Organic Law on Intercultural Education, LOEI (2011) which in its article 2, paragraph W, states:

Quality and warmth. - It guarantees the right of people to an education of quality and warmth that is pertinent, adequate, contextualized, updated, and articulated throughout the educational process, in its systems, levels, sub-levels, or modalities; and that includes permanent evaluations. Likewise, it guarantees the conception of the learner as the center of the educational process, with a flexibility and ownership of contents, processes and methodologies that adapt to their needs and fundamental realities. It promotes adequate conditions of respect, tolerance and affection, which generate a favorable school climate in the learning process (p. 10).

For that reason, NLP is proposed as an anchor that helps stabilize current education and expand the possibility of new resources and strategies to better identify how students perceive the world, their needs and interests, according to their senses. To develop the macro skills of the classroom: listening, speaking, reading and writing, it is necessary to skillfully develop communicative competence. Already Hymes in 1971 indicated about the communicative competence:

Communicative competence is the more general term for a person's communicative ability, which encompasses both knowledge of the language and the ability to use it. The acquisition of such competence is mediated by social experience, needs and motivations, and action, which is at once a renewed source of motivations, needs and experiences (p. 31).

By working together with the NLP and DLL, students will be provided with new tools to internalize knowledge and improve the links between teacher and student. About this he mentions Granja Palacios:

Pedagogical communication in teacher-student interaction plays a fundamental role in the teaching and learning process, where dialogue as a form of communication contributes to the transmission, transfer and construction of knowledge and to the formation of an autonomous and independent person (2013, p. 67).

In other words, good harmony and communication in the classroom are important for educational formation, as Zapata (2007) assures us "... by raising awareness of the teacher-student interaction forms they use to reach knowledge, it is possible that there is greater self-management of motivation" (p. 7). When the teacher succeeds in awakening their interest, they will have broken an important communication gap in order to reach the



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empathy and affectivity necessary to approach their students and build knowledge in an adequate way.

In addition, it is important to remember that the teacher is constantly communicating, from the moment he or she enters, his or her attitude towards the group, body posture, tone of voice, use of words to communicate desires... everything communicates. It must be taken into account that in the end he is the one who guides the class and that his success depends on it. It is necessary that he knows tools that facilitate an effective and affective communication, that allows him to know himself and to know the rest. In this way, he will be able to make the most of his communicative ability and relate better to the students, tune in with them to not only impart knowledge, but also intervene in their behavior. Since, as Ibáñez-Salgado (2011) says, "...students often, if not always, behave differently depending on how they perceive the personal characteristics of the person leading the class" (p. 461), it is important to be aware of the body, how it is communicating, how we address ourselves, what tone of voice and look. Absolutely everything is sending a message and it is your responsibility to make sure that that message is the one you really want to project in the class.

NLP reveals that an affective and adequate communication can achieve favorable changes within learning and is the key to deal with issues such as: indiscipline, lack of interest in the subject, environmental distractors... as mentioned by Churches and Terry (2000)

teaching is as much about relationships as it is about pedagogy. It deals with feelings and facts and is based primarily on what is inside your mind and the minds of your students. It is about the use of your senses and knowledge of the subject (2000, p. 15).

To be able to motivate in an adequate way it is necessary to know the emotions, the ways to interpret the world of each individual, to wake up an instinct of need or interest and then transform it into real knowledge. To be able to achieve this we need NLP and its tools.

The article is structured in four parts: the first one describes the fundamental conceptions of NLP and DLL required for its theoretical structuring; the second one explains the statistical results obtained in the application of the applied descriptive scale; the third part presents the discussion of the most relevant results from the statistical data; and finally the conclusions resulting from the transcendental inferences of the article are presented.

1.1 ¿What is NLP?

NLP can be recognized as a model of emotional intelligence, where the human mind is programmed through language, both verbal and its paralinguistic elements, and non-verbal: body posture and facial gestures. Years of study by its founders John Grinder, a professor of linguistics, and Richard Bandler (1975), a computer and mathematics student at the University of California, demonstrated that the human mind functions like a machine, reacting through linguistic stimuli that generate behavioral changes. For this reason it is the teacher who must strengthen this tool and apply it taking into account the presuppositions of NLP, which are:

- We cannot change the behavior of another if we do not change our own.
- The changes of one affect the rest.
- We communicate all the time.
- What you communicate you receive as a result.



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- Each individual has a different view of reality.
- The one who recognizes the perspective and needs of the other is in control of the communication.
- Associating memories with things.
- Being sure of what you are doing.
- Feedback is important for recognizing progress.

Everything that surrounds the human being affects him and commits him to be and behave in one way or another, the language in conclusion becomes the most dominant and influential factor of all. According to Richard Churches and Roger Terry (2009) "Neurolinguistic programming is the ability to influence with words and use language to create change" (p.31). This change is generated when we learn to read the emotions of our interlocutors and communicate according to their interests and needs. Teachers when working with groups of adolescents should keep this in mind as it helps students develop positive attitudes through the words they hear from their teachers. To promote a change of attitude in the classroom when inappropriate behaviors occur is the work that the teacher must develop from the way language is used and the assertive way of stimulating to achieve the expected changes.

1.1.1 Representational Systems

Representational systems go hand in hand with our senses and the way we perceive the world, and there are three of them (Dobrinsky, 2007, pp. 20-25):

- **Visual:** Their thoughts are represented by images and they can work on several ideas at the same time. Visual people prefer to work with graphics and text that they can observe, since their learning is linked to sight, which implies that they are more sensitive to colors, shapes, shadows... they are able to create images in their mind or remember other views before.
- **Auditory:** Their ideas and thoughts are abstract and must culminate in one idea or thought to follow up with the next. They work with their hate and can remember dialogues, phrases or create new ones.
- **Kinesthetic:** Emotions and sensations rule them. They make decisions according to how they will feel, the environment and the place will influence in order to generate ideas and concentrate.

The same Grinder and Bandler (1975) state that "all internal and external experience can be codified as constituted by some combination of these sensory classes and effectively represented in terms of these systems" (p.21). In this case, the teacher must recognize and identify the representational system that his or her students handle, since in this way he or she will be able to address them more easily, since, although we all possess all the senses to interpret reality, one usually predominates over the other. Ideally, in this case, the literature teacher should design his or her class around these representational systems and carry out activities that involve all five senses within the teaching process in order to develop important communication skills.

1.1.2 Logical levels of thought

Within NLP there are a series of processes that serve as a guide for the spiritual and mental development of people, they are called logical levels because they are organized independently and at the same time connected in a sequential way and they go from the lowest level to the highest. In this case we have:



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- Environment: Where and with whom?
- Behavior: What do you do?
- Skills: What does he know (do)?
- Values and Beliefs: Why does he do it?
- Identity: Who am I?
- Spirituality: Who is beyond me?

The NLP determines that at the moment of communicating we must comply with the Law of the systems on these logical levels. This law mentions that, if you affect a high level you are necessarily affecting the rest of the levels. While, if you affect a lower level you are not affecting the higher levels. Example:

When the student is told "you are unpunctual". It affects his identity, a high level, assuming that he is unpunctual and he unconsciously assumes it as such and does not generate a change. Another thing would be to tell him "being late is wrong". Can you be on time for my class? This case addresses a lower level, behavior. A reflection is made on his behavior. Something that can improve with time and that does not mark his personality, besides inviting him to a commitment or a proposal of positive change.

Learning to be perceptive when using the word is a tool to build. Before addressing someone, it is necessary to analyze what kind of change you want to achieve and then find the right level to produce it.

Artavia (2005) reflects on the importance of the teacher's flexibility and pedagogical tact, and also points out that student-teacher interactions involve affects. She realizes how "necessary feelings are for the students' motivational structures and for the teaching-learning process to be healthy" (p. 65). For this reason, inserting NLP for effective communication - affective, can be favorable, since the teacher will be more careful in communicating desires, without damaging important levels.

1.1.3 NLP techniques and strategies

The techniques and strategies of NLP seek to encourage the student through activities and playful dynamics that provide the opportunity to generate changes in behavior and learning. Also, to recognize themselves as individual beings and to recognize the other within their cognitive development with the guidance and support of the teacher. This aspect, moreover, complies with what the LOEI says in its article 2, literal q:

Motivation. - It promotes individual effort and motivation of people for learning, as well as recognition and appreciation of teachers, ensuring the fulfillment of their rights and support their work, as an essential factor of quality education (2011, p. 9).

The actions taken by the teacher in the classroom should improve motivation. These activities are not developed, many times because of ignorance and lack of interest. In order to improve the communication channels between teacher and teacher, the following NLP techniques and strategies are proposed.

1.1.4 Positive Affirmations

This tool is based on the use of logical thinking levels. Its purpose is to use language in an appropriate way to construct positive statements for the interlocutors and to influence their behavior. Our brain is programmed to do exactly the opposite of what is asked or ordered.



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For example: no, think of yellow flowers. Without hesitation, the brain at least imagined the yellow flowers... For this reason, it is recommended to avoid negative words when starting a statement and to construct them taking into account the level of logical thinking that you want to motivate.

When we tell a student: "no, eating in class" - eating in class is wrong, can we avoid doing it? Both affect the level of behavior, but the second one recognizes that it is wrong and invites reflection on a change. While the first shows only negativity. Students sometimes need to internalize what is happening around them, and a ban often raises doubts about what they can and cannot do.

1.1.5 Peripheral praise in the classroom

This tool serves to strengthen the rules within the classroom, for the teacher to express his wishes and what he expects from the class. The steps to carry it out are:

- Identify unwanted behavior in class. For example, a student who never does his homework.
- Saying out loud "thank you to everyone who always does their homework on time and strives to do it, I really appreciate it.
- As you use this phrase to generalize and thank everyone for their work, it is important to make eye contact with the student who never does his homework.
- Do this every time the student fails and you will notice a change in attitude (Marland, 1985, p.34).

By reinforcing the positive behaviors of the group, it will affect those who do not comply with the teacher's perspective and help them to know what he seeks and wants from his class. Daniel Goleman (1995) says that we are all connected to each other and that it is easy for humans to pick up on the inner emotions of other human beings (p. 62). For this reason NLP helps to share our desires and emotions clearly with students and turn them into goals and objectives to be achieved as a team, since it is a bridge to contact and get to know us.

1.1.6 Submodalities

The submodalities are based on the use of representational systems. They generate a sensory and emotional experience based on effective learning. When arriving at the classroom sometimes students are scattered or tired to start with the subject. For this reason it is necessary to start with this type of exercises to change an unpleasant environment into a pleasant one. It is vital that the teacher knows how to identify the mood of the group and work on it. Ibáñez-Salgado (2011) recognizes that "by evaluating the interactive context of a group-course from the students' perception, it is possible to obtain valuable information on aspects that facilitate learning" (p. 459). To do this, it is necessary to work with the tool of sub-modalities that NLP offers us. Besides achieving a positive change of environment, it helps to make a different and fun class.

A good exercise to generate a change in the case that students are in a state of turmoil would be to ask them to be quiet, close their eyes and take a deep breath. This sequence of deep breathing accompanied by soft music or a poem, helps them to enter into a process of relaxation. It also helps to oxygenate the mind and dissipate the energies accumulated in the body. Similarly, if you need to fill them with energy because the room is off, we can play happy music for a few minutes or make them imagine some fun situation. Simple things can make the class a different space to meet with knowledge. Some aspects to consider for the development of this strategy are:



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Submodalities	Aspects to consider	To improve an enjoyable experience you must	Change a negative experience to a positive one
Visuals	Size or position Distance Associate or dissociate Color Photo or film	Make the experience you imagine or remember great and near. Associate it and make it a moving picture. Make it with bright colors.	Create a small and distant image of the situation. Dissociate and make it a photo. Put it in black and white.
Auditory	Volume Position and distance Number of voices Music	Turn up the volume, add voices, put on music	Turn down the volume Remove voices and music or add different voices and music.
Kinesthetic	Origin, movement and speed Temperature Weight Texture	Make the sensation have more movement and extend to the whole body. Change the temperature, weight and texture in an adequate way and that generates a pleasant sensation.	Control the movement according to the situation, try to produce a smooth and relaxing movement if the situation is tense or a more dynamic movement if the situation becomes too boring or monotonous. The temperature of the place must be adequate for the work.

Table 1. The sub-modalities and aspects to be considered to improve an experience The sub modalities allow us to improve a situation, the table represents the aspects to be considered to apply them

The graph allows us to appreciate aspects already mentioned above and that express the appropriate forms of work that the teacher can do from the sub-modalities according to the experiences in the classroom.

1.1.7 *Rapport in group*

It is a simple technique with fast results. It helps to tune in and influence the student's mood and behavior. To carry out the rapport you need to be followed step by step and do the same as you. The authors suggest some activities that have been adapted to the area of Language and Literature:



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- **Universal questions with positive answers.** First a series of simple questions should be elaborated whose answer is a yes. Example: Have you ever heard a rooster crow? Have you ever read a book? Have you ever listened to the radio? Each time you answer with a yes, you must raise your hand. You should get the whole room to follow your movements as well as your voice, and once you have done this you will feel that you have tuned in and the students are more attentive to what the teacher will say next.
- **Cerebral Gymnastics Exercises.** To carry out these exercises, remember that it is important to provide follow-up and guidance during the activity. This tool is very effective since it not only tunes in a group but also helps to put into operation and integrate the brain hemispheres before introducing a topic. It is very important that the teacher is confident in performing the exercises and has practiced them well before presenting them in class. Among the easiest to start with this technique are:
 - Making circles on the belly with one hand, while with the other hand we give ourselves soft blows on the head, we can alternate hands after certain repetitions.
 - With the left hand in a fist, give a few small blows on the left leg, while with the right hand stretched out, slide gently up and down on the right leg, after several repetitions, alternating the movements.
- **Move your body to the rhythm of the music or sing a song.** Both activities help create harmony as long as everyone follows the movements, rhythm and lyrics. The teacher must get everyone involved. Eye contact is important to achieve this. Successful tuning is in being able to coordinate our emotions and behavior with each other. Once the activity is concluded, it will be possible to verify that the students are more animated, relaxed, generating a predisposition of well-being that can be anchored to the knowledge. As far as possible, the equation editor of Microsoft Word should be used to create the equations. Avoid inserting the equations as images.

1.1.8 NLP Orthographic Strategy

Bandler and Grinder (2007) found that people with good spelling respond to a specific auditory stimulus and field of vision. Once the sound has entered their system, the brain creates the mental image of the word and then it is analyzed by the sensory processes. In other words, the information along with an associated sensory memory is vital to learning. The steps proposed to achieve this are:

- Write the word to be taught on a piece of cardboard or on the left corner of the blackboard.
- Enter a pleasant sensory stimulus through the telling of a story where they feel comfortable, safe, and confident.
- Introduce the new word into the story so that they can say the word "yes". Example: Remember the day you dreamt something beautiful, the sun was shining, suddenly you found that which you loved most without knowing it, remember it was a... serendipity, in this case this would be the word to study.
- While the sensation is generated, the card is held high on the right side to be placed in the students' left field of vision. This situation is adequate to generate in its interior the mental image of the word.
- They are instructed to visualize the word, then close their eyes and recreate it in their mind. Once all the students are sure they have the word inside, they are asked to change the color of the word or decorate it to their liking. You can use the sub-modalities at this point and ask them not to stop looking at the word until it is clear.



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- Turn the card over and leave it blank, with the students' eyes in the same position, and ask them to spell the word, imagining that it is still written there.
- Repeat and guide the process as many times as necessary (p. 9-10).

As can be seen, NLP is based on a sensory experience stored in our brain and anchored to specific knowledge. The need to link it with teaching is due to the fact that classes are the appropriate space to combine everything we see, hear, listen and store.

2. Methodology

Starting from the previous context, the purpose of the research developed is to know the model of neurolinguistic programming and its benefits in the subject of Language and Literature. To address this objective, a descriptive study was carried out.

The approach used in this research is quali-quantitative, since it starts with the collection of information needed to recognize the strategies and techniques of NLP applicable in the classroom and also quantitative because a survey was carried out as a descriptive scale to identify the tools used by teachers to start and develop their class.

2.1 Participants

Students from the "Unidad Educativa Salamanca, Sección Vespertina" of the first year of parallel high school "A" and "B" with a total of 21 students.

3. Results

6 significant questions were taken that relate NLP to the teachers' teaching activity in the classroom.

Item 1: Considers that the teacher plans his class according to different learning styles (visual, auditory, kinesthetic). This aspect reflects the teacher's way of planning according to the basic aspects related to the student and their different learning styles.

Alternative	Frequency	%
Always	1	4,7
Almost always	3	14,3
Sometimes	9	42,9
Never	8	38,1
TOTAL	21	100

Table 2. Learning styles

Item 1 determines that 4.7% of the students consider that the teacher always plans his/her class according to the different learning styles, i.e. visual, auditory and kinesthetic. The 14,3% of the students recognize that the teacher almost always develops this activity in his planning. 42.9% of students say that sometimes the teacher plans based on learning styles, while the remaining 38.1% say that it never happens.

Ítem 2: The teacher begins his or her class with dynamic activities to create a pleasant learning environment. This question has to do with the teacher's didactic capacity to generate a different environment at the beginning of the class and to tend to the animated development of the educational process.



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Alternative	Frequency	%
Always	3	14,3
Almost always	4	19
Sometimes	8	38,1
Never	6	28,6
TOTAL	21	100

Cuadro 3. Ambiente agradable.

In item 2, it is observed that 14.3% of the students consider that the teacher always starts the class by performing dynamics that generate a pleasant environment for learning. 19% of the students recognize that the teacher almost always carries out this type of activities. 38.1% determine that sometimes the teacher performs different recreational activities that favor the work in class, while the remaining 28.6% affirm that it never happens.

Item 3: The teacher carries out activities that stimulate the cerebral hemispheres. As it has been seen in the theoretical development, stimulating both cerebral hemispheres produces that the logical and creative parts of the human being are activated.

Alternative	Frequency	%
Always	2	9,5
Almost always	2	9,5
Sometimes	4	19
Never	13	61
TOTAL	21	100

Table 4. Pleasant atmosphere

With respect to item 3 it can be observed that 9.5% of the students consider that always at the beginning of the class the teacher performs activities that stimulate the cerebral hemispheres such as cerebral gymnastics. The 9,5% recognize that almost always the teacher carries out this type of activities. 19% determine that sometimes the teacher performs activities that stimulate the cerebral hemispheres, while the remaining 61.9% affirm that it never happens.

Item 4: The teacher recognizes the work done in class, and praises the achievements of the student. This aspect helps us to consider the motivational attitudes that the teacher develops to achieve positive stimuli and to take into account the praise as a key element of the NLP.

Alternative	Frequency	%
Always	2	9,5
Almost always	2	9,5
Sometimes	4	19
Never	13	61
TOTAL	21	100

Table 5. Praise for achievements

With respect to item 4, it can be observed that 4.8% of the students consider that the teacher recognizes the work done in class, and praises the achievements made. 28.6% consider that



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the teacher almost always recognizes their work and praises the achievements. 47.6% determine that sometimes the teacher highlights the work in class, while the remaining 19% affirm that it never happens.

Item 5: At the end of the class, the teacher is able to remember the knowledge learned and relate it to his/her state of mind, that is, he/she remembers how he/she felt, what he/she heard, what he/she saw, during the class, relating it to the knowledge imparted by the teacher.

Alternative	Frequency	%
Always	2	9,5
Almost always	3	14,3
Sometimes	12	57,1
Never	4	19
TOTAL	21	100

Table 6. Significant learning.

With respect to item 5, it can be observed that 9.5% of the students state that at the end of the class they manage to remember the knowledge learned and relate it to their state of mind, that is, they remember how they felt, what they heard, what they saw, during the class, relating it to the knowledge taught by the teacher. 14.3% say that they almost always remember the subject they saw in class, linked to how they felt. 57, 1% determine that sometimes they manage to relate their memories in the classroom with their emotions, while the remaining 19% affirm that it never happens.

Item 6: After the class he has internalized the knowledge and relates it to his daily life. He feels motivated and confident about what he has learned. The practical applicability of what is learned generates in the students an internal motivation. Feeling that what is learned has a practical utility and that it serves him for his life makes his learning to be incorporated into long term intellectual systems.

Alternative	Frequency	%
Always	4	19
Almost always	5	23,8
Sometimes	9	42,9
Never	3	14,3
TOTAL	21	100

Table 7. Motivation for what you learned

With respect to item 6, it can be observed that 19% state that at the end of the class they have internalized the knowledge and relate it to their daily life. They feel motivated and confident about what they have learned. 23.8 % assure that almost always they finish the class motivated and sure of what they have learned. 42.9% determine that sometimes he finished the class feeling that he learned, while the remaining 14.3% affirm that it never happens.



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4. Discussion of results

Didactic planning is fundamental for the work in the classroom. Therefore, it is important that the teacher takes into account the different learning styles of students so that knowledge reaches everyone. The use of images, audios and even the classroom layout are elements that promote learning according to each learning style. The teacher must take into account these factors to ensure that knowledge is within reach. However, the results obtained are not satisfactory, because they perceive that the teacher works according to what he believes is the learning without taking them into account.

Creating new learning spaces through different dynamic activities is important to accompany knowledge. This helps to break the barriers of traditional education. The teacher is in charge of generating an environment where students enjoy what they learn. However, they are not motivated towards learning as a pleasant experience.

NLP develops brain stimulation exercises that help generate Rapport to activate areas of the brain, connect new ideas and be attentive. Starting the class with these types of activities gives the teacher better control and activity during the class. The results obtained are not satisfactory, because they are not connected with the teacher when the class begins and they lack stimulation that facilitates the acquisition of new knowledge.

The NLP creates harmony in the classroom which is indispensable for a good communication with the teacher. For this there are some techniques, among them we find the peripheral praise that helps to communicate what is desired in a positive way, praising and recognizing the achievements so that they are aware of their progress. However, these results are not achieved because the learning achievements that allow the self-evaluation and knowledge of their performance are not made known.

The internal representations within the NLP help to associate a certain emotion with a new memory or learning since it is proven that emotions help to remember facts. The results indicate that within the classroom there are no pleasant experiences linked to knowledge, therefore, they will have difficulty in passing the knowledge to the long term memory.

The Didactics of Language and Literature maintains that it is important to improve communication between the teacher and the student in order to motivate and energize the class. The results obtained indicate that the classes that the students receive do not achieve that they internalize the knowledge and even less that they feel confident of what they have learned. This section of the article is optional.

5. Conclusions

The connection between Language and Literature Didactics and Neurolinguistic Programming in today's education must be a priority in teacher training. As this disconnection exists, students do not feel interest in the subject and do not develop significant learning. It is fundamental that emotions are taken into account in the classroom and that the brain's hemispheres are worked on.

Training teachers in playful and meaningful activities is key to resuming education as a pleasant work space. It must be shared among the members to generate a true educational community.

NLP activities can be connected to the area of Language and Literature because of the key skills of human formation that it develops. Looking for that interconnection of the activities



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of the area with the significant strategies that generate brain interconnections helps students to feel in a pleasant educational environment. This factor triggers learning that is focused on their needs and interests.

Feeling respected and valued through learning activities should be the engine of education today. A person responds best when he or she feels that others value his or her effort and work. This is achieved when the teacher employs NLP strategies during the three moments of the class: beginning, development, and completion. Educational change requires teachers who wish to change vertical structures for authentic forms of communication based on respect, work and the promotion of human talent throughout the educational community.

The NLP helps the development of emotions in the class and is combined with the DLL because they form a key and fundamental support to achieve better human beings. The student's personality is based on communicative skills that allow him/her to develop adequately in any field of life.

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