

PalArch's Journal of Archaeology  
of Egypt / Egyptology

**Neuro-linguistic programming in the teaching-learning process of English  
as a foreign language**

<sup>1</sup>Angélica Narcisa Velásquez Espinales, <sup>2</sup>José Alberto Viguera Moreno

<sup>12</sup>Pontificia Universidad Católica del Ecuador, Sede Manabí, Portoviejo, Manabí, Ecuador

<sup>1</sup>[avelasquez3185@pucesm.edu.ec](mailto:avelasquez3185@pucesm.edu.ec), <sup>2</sup>[jviguera@pucesm.edu.ec](mailto:jviguera@pucesm.edu.ec)

**Angélica Narcisa Velásquez Espinales, José Alberto Viguera Moreno. Neuro-linguistic programming in the teaching-learning process of English as a foreign language--Palarch's Journal of Archaeology of Egypt/Egyptology 18(4), 5566-5576. ISSN 1567-214x**

**Keywords: Neuro-Linguistic Programming, English as a Foreign Language, English Learning, English as a Foreign Language.**

### **Abstract**

Currently, the requirements for learning foreign languages are very high, one of the tasks faced by teachers is to cultivate the communication skills of students. There is insufficient application of emerging techniques based on Neuro-Linguistic Programming or known by its acronym as NLP in the teaching of the English language. The use of various techniques can provide you with new learning opportunities, so the objective of this research is to identify how the application of techniques from Neuro-Linguistic Programming as a methodology influences the process of teaching English as a foreign language. The application of techniques that NLP offers, arises from the need to implement new strategies and tools that help improve the educational process. In addition, it offers a general description of what Neurolinguistic Programming is, its beginnings, where it comes from, how it works, in that context, it seeks to provide information on how these techniques help teachers to improve the quality of teaching. The research was qualitative in nature and involved the collection and analysis of non-numerical data found in texts and videos to understand concepts, opinions or experiences, for the review of documents the method of documentary bibliographic review (Desk research) of an analytical type was used. It can be concluded that Neurolinguistic Programming works in favor of the improvement and acquisition of the language, since it encourages the teacher in the application of techniques, which serve as strategies and tools, for the improvement of the cognitive process and taking as a base in turn the multiple intelligences of individuals to activate learning.

### **Introduction**

The educational field is increasingly driven by research, which has opened new paths and allows us to identify the most common problems that are

present in Ecuadorian education, such as; reading comprehension, pronunciation of common words, mathematical calculations, concentration, acquisition of the foreign language, inattention, among others (Barba, Pérez, Armas and Bedón, 2018). From a more general view, it has been noted that students begin to manifest negative behavior in everything related to their studies and their academic improvement, as well as a total lack of interest in acquiring the necessary knowledge to help them face the conflicts they face every day in society (Barrera, Barragán & Ortega, 2017), therefore, according to the problem of the study, there is insufficient application of emerging techniques from Neurolinguistic Programming in the teaching of the English language.

The expectation in response to this problem is that teachers seek more effective and feasible ways based on the techniques offered by NLP, so that the learning process improves and is more effective. The fact is that in the modern world a teacher needs to know their subject in depth, inspire their students and promote their cognitive activity, in the case of foreign languages, become the initiator and organizer of student communication with representatives of the culture studied.

Consequently, the present manuscript aims to identify how the application of techniques based on Neuro-linguistic Programming as a methodology influences the process of teaching English as a foreign language, since it has become an essential component in the process of language acquisition to meet the needs of each student.

Currently, the requirements for the study or acquisition of a language are high and demands a high level of knowledge and dedication. Therefore, one of the most complex tasks that foreign language teachers face is the formation of the communication skills of all their students, that is why the application of techniques in accordance with Neurolinguistic Programming will allow them to open new learning opportunities.

From the systematization of the bibliographic sources analyzed, the author defines Neurolinguistic Programming as a method that offers different techniques that in turn serve to plan, order and process a series of activities, which provide strategies to structure the experience learning and that unlike common strategies, these lead to more efficient means and make the cognitive process more pleasant and easy.

NLP, emerged in the early 1970s by information scientists and linguists at the University of California, who considered what the secrets of talented people are and why they can demonstrate and master their skills. Specifically, the potential to replicate the language skills and behavior found in competent people was examined (Redford, 2017). Using Neuro-Linguistic Programming techniques, John Grinder and Richard Bandler have discovered patterns that lead to personal success. These founders represented different areas of human knowledge and in this sense, they complemented each other, Grinder is a professor of linguistics and his research area refers to how language is connected to internal reality, as well as the deep experience of a person, while

that the idea of the approach of Bandler who was a mathematician and was interested in how people achieve success in different areas (Lazo, 2018). In the same way, they argued that the brain can work like a computer, but in the sense that human thinking is programmable, it learns healthy thought patterns and behaviors, resulting in positive physical and psychological effects. The results of his research are now widely known as Neural Language Programming (Alroudhan, 2018; Suryasa, 2019).

Neuro-Linguistic Programming can be divided into three terms, **neuro**, it reflects the fundamental idea that behavior originates from the neurological processes of vision, hearing, smell, taste, touch and the sensation of how the world is perceived through these organs (Díaz, 2017), once the information is entered through the senses, its meaning is extracted and then followed, here the processes responsible for the storage, processing and transmission of data play an important role, Neurology includes not only invisible thought processes, but also visible physiological reactions to ideas and events. The **linguistic** part indicates that language is used to organize thoughts and behaviors and thus enter into communication with others, **programming** indicates the ways in which ideas and actions are ordered to obtain results (Mendoza, 2019). That is, systemic thinking and behavioral processes, then through perceptions a representation of what reality is can be created, the basis of NLP is the idea of the structure and subjective experience of a person, how what is organized that is seen, heard, heard and felt.

Neuroscience currently refers to the fact that memory is the place where absolutely all the information received by the medium is filed. Where is it located? nothing more than in the brain, which is a very valuable part of the central nervous system, in that context, people acquire knowledge with this system, but actually it is commonly known by that term (brain). Once the data is entered through the perception channels, it is edited and filtered with the help of the senses, which is what is obtained from the outside world and is stored in memory (Aldana, 2017).

It can be said that Neurolinguistic Programming works as a set of techniques rather than a theory, the same one whose main objective is to delve into the difficulties that students present when learning such as; fear, habit disorders, learning disorders, anxiety, sadness and depression (Gamboa, García and Ahumada de la Rosa, 2017; Suryasa et al., 2019). In itself, this technique seeks to help people overcome their personal limitations by recognizing the author's restrictive behavior and achieving its goal, "learning." This offers a more practical and positive view of cognition so that the individual is more effective as a learner at any age.

According to neural language programming, motivation techniques are described that can help people find internal motivation and manage them (Celona, 2018). They are usually formed around key values or standards that maintain the connection between mind and body. A person is only a reflection of the body, body and mind of the other, and they constitute an inseparable unit, that is, the person.

In NLP, there are many techniques such as: rapport or empathy, anchoring, visual / auditory / kinesthetic access, motivation and alternative language or illusion patterns, which are dedicated to: how to correctly formulate the goal; find the most appropriate ways to achieve it; change behavior; get rid of fears; simulate someone's actual behavior; find ways to get out of a seemingly hopeless situation; predict the behavior of the interlocutor and over time, model the situation, successfully find contact with others, resolve conflicts constructively, achieve success in life and much more. The programming tools allow you to identify several interesting points hidden from the common English teacher, such as eye movements and behavior patterns (Álvarez, 2017).

One factor that influences the use of Neuro-Linguistic Programming techniques in education is that it facilitates the learning process itself and this is due to the fact that the main problem posed by a NLP specialist is not What? it must be done to achieve the result; but how? It must be done, that is, with the help of the different techniques, the most effective and at the same time assertive strategies are found when teaching (Arce and Romero, 2018).

### **Materials and methods**

During this research, the exploratory methodology was applied with a qualitative approach, which was based on the analytical documentary bibliographic review method. The qualitative research involved the collection and analysis of non-numerical data found in texts and videos to understand concepts, opinions or experiences, for the documentary review the Desk research method was used that allowed to deepen the information extracted from bibliographic databases available in the internet as virtual libraries and repositories.

An exhaustive analysis of articles and theses already published was carried out, such as: The Effect of Neuro-linguistic Programming Coaching on Learning English (Alroudhan, 2018). The Effect of Neuro-Linguistic Programming (NLP) on Reading Comprehension in English for Specific Purposes Courses (Farahani, 2018), Effective learning: neurolinguistic programming in the teaching of I2 (English Language) (Celona, 2018), Nature and culture as a principle of social classification. Anchoring of social representations on ethnic minorities (Pérez, Moscovici, &Chulvi, 2002), Neuro-linguistic programming in the teaching-learning process (Landívar, 2018), Neuro-linguistic programming and learning of English in children -girls of the fifth years of basic education of the fiscal school "Humberto Vacas Gómez" of the independent worker neighborhood, quito city, pichincha province school year 2012-2013 (Lara, 2014), The application of NLP techniques (neurolinguistic programming) focused on the teaching of a second language and its influence on the development of speaking skills in the learning of the English language in students of the 9th year of basic education of the Educational Unit "Hispano América" school year 2014-2015 of the city of Ambato province of Tungurahua (Chango, 2016 ), Neuro-linguistic programming and strategic learning of the students of the second semester of professional training in the area of Social Sciences of the National University

de San Agustín de Arequipa (Lazo, 2018). Emotional intelligence and neurolinguistic programming at the service of language learning: a proposal based on Mindfulness (Moreno, 2016), Learning English in early childhood, through play and Neurolinguistic programming for kindergarten level boys and girls from the "Winnie Pooh" Medellín educational center (Valencia and Hernández, 2017), CalameoNeurolinguistic Programming (Pernalet, 2019), Learning styles: NLP at NovaUniversitas (Alavez, 2016), Techniques of neurolinguistic programming for oral production of the English language in fourth-level students of the Language Institute of the University of the Armed Forces-ESPE (Álvarez, 2017), Neuro-linguistic programming as a teaching-learning strategy (Hi Lemus, 2016), Development of the value of self-esteem, through three neurolinguistic programming techniques (Díaz, 2017), NLP: Neuro-linguistic programming: A practical guide and simple to start in neurolinguistic programming (Redford, 2017), Use of Neurolinguistic programming in the teaching of Digital Electronics (Vanga and Fernández, 2015), Neurolinguistic programming techniques in tutorial action to enhance school performance (Hernández, 2019). Through these sections it was possible to obtain accurate information to build a more accurate component based on all the research developed in this document.

These articles made it possible to delve into and compare the subject from the perspective of several expert authors on the subject and based on their convictions that all behaviors are structured, Neuro-Linguistic Programming techniques are largely based on the notion that unconscious thoughts influence continually on conscious thoughts, language and behavior can be modeled to gain skills from successful people. These studies in their entirety have focused on investigating the applicability of the techniques offered by Neurolinguistic Programming, to improve the efficiency and effectiveness of the language learning process, as a new tool for both foreign language teachers and students (Farahani, 2018).

### **Analysis and discussion of results**

The role of Neuro-Linguistic Programming in learning English as a foreign language or English as a Foreign Language (EFL), is that it is used as a key to quickly and correctly memorize not only individual words, but also speech structures. This is achieved through the formation of a holistic vision, not so much about the language, but about the semantic component of the described phenomenon, then it can be said that it is not only about memorizing a repertoire, but that it also seeks the participation of the whole person (Celona, 2018).

Next, Neurolinguistic Programming has a series of techniques that help to address the problems or difficulties that an individual present when learning and to enhance their cognition skills, therefore, these techniques provide a framework to facilitate learning of languages.

### **Rapport or empathy**

It is the basic tool in NLP, it can indicate when people want to create harmony. Its purpose is to create a pleasant environment for mutual cooperation and collaboration without judgments, discussions, problems or misunderstandings, so that both parties can actively participate. Active listening is the key to rapport or empathy, in this way the transmission of the message and the understanding of the interlocutor's message can be carried out. In this technique, the use of body language is crucial.

### **Positive Anchoring**

This causes pleasant feelings and emotions in the students. Before entering the context of the class try to play games, if possible and you have access to a computer room, interact with them, with online games, now ICT provides activities that help the student become more interested in the matter (Pérez, Moscovici and Chulvi, 2002).

### **Visual access / auditory / kinesthetic**

There are students with more developed auditory channels than others, they find it better to listen to texts, they are more willing to listen to lectures, consequently, they write better, with great pleasure listening to the radio, turning on the television to listen to videos on YouTube (Landívar, 2018), texts recorded on a tape recorder and not printed on a book. They like to receive audio and video language material because it helps them to better process the information, they perceive through audio vision.

On the other hand, a visual person who interprets the world as he observes it, it is easier for him to remember with images, photos or drawings, so he turns words into figurative representations, visualizes and reflects his future, they are organized, they spend it controlling things to ensure that they are well located (Lara, 2014). Students with a predominant visual channel for perceiving information read a lot and, as a result, gain a greater insight into the nature and structure of language. New material is best perceived when it is written in a book, on a blackboard, presented schematically.

Pictures work better with written assignments and tests; they write better than retelling the text orally. Sight is not a secluded sense, if the human being uses the organ of hearing to listen to a whole that has already been heard previously regardless of the time, automatically the representation of a figure or image with which the brain associates it from the past to the present (Lazo, 2018). Visual access is one of the most popular and successful NLP techniques, the same one that deals with a process of mental representation of an object, some situation or a person, which activates all the senses of the body (Chango, 2016).

At present, it is the most effective tool for influencing an individual's subconscious, as the brain cannot distinguish between reality and subconscious reproduction. In this case, the method will be effective thanks to its ease of reconstructing associative images by memorizing foreign words or complete sentences. Actually, in English class the student receives a large number of words, phrases, sentences that must be memorized in a short period of time, mainly they make one or another association with a certain image that will

help to identify a foreign word and its translation (Moreno, 2016). It can be said that Visual Access is one of the basic techniques to increase efficiency in the transfer of information, since the first channel through which these data are entered is through vision (Valencia and Hernández, 2017). An individual attentive to everything that happens in her environment is in reception of any type of activity, in turn activates the rest of the senses, but this takes place through sight.

Kinesthetic students better absorb the material of a foreign language when they can use it in a role play, in a game with words, written on cards, since they seek closeness and contact with what is in their environment (Vanga, 2015), it is not difficult for them to repeatedly participate in these types of activities, they gladly go to the board and participate in game scenes based on the studied material, when learning a new language, the ability to see words through the eyes appears of the brain, is the main key to academic success, this skill can and should be trained.

### **Motivation**

It is the main factor that regulates the activity, behavior and activity of the individual. Any pedagogical interaction with a student is made effective only taking into account the characteristics of her motivation. There may be completely different reasons behind the objectively identical actions of the students. It is necessary to create a motivational environment in order to learn. That is, it is necessary to create a reason for learning related to the student's semantics. Trying to interact through word games, related to the theme of the class, will offer an environment of trust and motivation.

The existence of multiple intelligences gives way to various cognitive and learning styles, effective and specific thinking strategies can be activated in order to proliferate motivation and increase the knowledge capacities of each person (Celona, 2018). In the educational process, the main task for the teacher is for the students to master the teaching material with the utmost ease and to the greatest extent that they can understand what the teacher provides, since this way, the student will be able to save and store in your memory everything you learn.

### **Language patterns or illusion of alternative**

This technique is designed to persuade others to do what others want them to do. It includes the decision to give people various options, but all of them will be geared towards what the other individual will accomplish. For the following example we will use two people (Individual 1 and Individual 2). If individual 1's goal is to attend a conference, the question to ask is this; How will we go to the conference in your vehicle or by taxi? instead of asking; Are you going to the conference? In the first question, the person is positively persuaded to go, while in the second option, the individual is given the option of not participating in the conference (Pernalet, 2019).

These techniques contribute to perfecting the production of the English language, since applying and implementing at least a few of them, based on NLP during foreign language classes, the desired objectives can be achieved, making all classes or lessons are more striking and interesting for each student, it will contribute to the level of assimilation of the information to be more

accessible to the understanding of the content and the performance of the students will increase (Alavez, 2016).

The programming techniques applied in EFL that contribute to making the cognitive process more interesting, creative and that help students prefer to be optimistic and face student situations in another way, seeking to optimize learning (Álvarez, 2017). It must be borne in mind that each individual has different cognitive abilities, therefore, the way in which they process information has a lot to do with multiple intelligences (Gardner, 2004). In simple terms, NLP will help solve tasks and achieve objectives using various cognitive qualities such as memory, attention, thought, imagination, mind, perception, since this is how it is learned, because with this programming it is sought to explore the various intelligences and use them in benefit of each individual's learning.

In NLP, there is little material related to the teaching of the English language as a foreign language, however, the few that exist refer to teaching students to draw pictures to help them remember the content of the text (Hi Lemus, 2016) This also depends on the ages of the individuals. This shows that each person needs their own presentation of new material or their own material many times created by themselves and thus memorizes it in their own way.

As a result, in a nutshell, Neuro-Linguistic Programming is a new direction of research, mainly directed at the formation and improvement of linguistic skills in a person. The techniques offered by NLP should be of interest to teachers in order to help students who have difficulties in speech and development in general with their cognitive abilities, to develop in the right direction.

Since each child is individual, that is, each person receives and perceives information and knowledge in different ways, it can be said that not all teaching techniques or methods are universal. Therefore, those provided by Neuro-Linguistic Programming provide effective strategies that help develop cognitive skills in students.

Inside the classroom, the teacher meets some children who have difficulties to remember and others to reproduce information, etc. It is here when Neuro-linguistic Programming functions as an aspect that is in some way a link between pedagogy and psychology.

### **Conclusions**

Neuro-linguistic Programming contributes to the application of effective and easy-to-use techniques when teaching the English language, the use of them allows creating patterns of behavior to achieve the objective of the class, increases the effectiveness of the cognitive process and serves as treatment or adjustment in brain activity processes, which must be taken into account when working with students, since each one receives information from the environment in different ways.

The techniques offered by Neuro-Linguistic Programming such as: Rapport or empathy, Anchoring, Visual / auditory / kinesthetic Access, Motivation and Language patterns or alternative illusion, can be used not only in educational discourse, but also, as practice in the process of self-education, for example, to master speed reading skills, develop memory, improve one's literacy and of course learn foreign languages. The use of such techniques will allow to educate the personal qualities of an individual, to develop their logical



thinking, memory and other functions, working with their whole being without really realizing it.

Using at least three of the Neuro-Linguistic Programming techniques will help to improve the teaching process of learning English as a foreign language, since by applying them it will make the lessons interesting for each of the students and not only for those who have the same skills. visual, auditory or kinesthetic channels more developed than others. Therefore, the level of assimilation of the material and the general academic performance will increase. A more individual approach to each student will help to overcome the effect of the "school container" (A term that has been used for years when referring to the student only as a container where he is filled with knowledge and does not assimilate it to make it his own or meaningful) , eliminating the same thought, dependent and incapable of self-realization.

### References

- Alavez-Jarquín, F. (2016). Estilos de aprendizaje: PNL en NovaUniversitas. *Perspectivas docentes*, 1(60), 5-14. <https://biblat.unam.mx/hevila/Perspectivasdocentes/2016/no60/1.pdf>
- Aldana-Hernán (2017, 27 de marzo). *Sobrevivir el aula*. [Video]. YouTube. <https://www.youtube.com/watch?v=1TQxM3lpCf4&t=243s>
- Alroudhan-Hayat, E. (2018). The Effect of Neuro-linguistic Programming Coaching on Learning English. *International Journal of Applied Linguistics & English Literature*, 7(4), 184-190. <http://dx.doi.org/10.7575/aiac.ijalel.v.7n.4p.184>
- Álvarez, R. M. M. (2017). *Técnicas de la programación neurolingüística para la producción oral del idioma inglés en los y las estudiantes de cuarto nivel del Instituto de Idiomas de la Universidad de las Fuerzas Armadas-ESPE* [Tesis de maestría, Universidad de las Fuerzas Armadas-ESPE. Quito, Ecuador]. Repositorio Digital, Quito UCE. <http://www.dspace.uce.edu.ec/handle/25000/12623>
- Arce, N. F. y Romero, P. F. (2018). Innovador programa de intercambio lingüístico para la enseñanza y práctica del inglés comunicacional articulado por las teorías de inteligencias múltiples, estilos de aprendizaje, ludificación y técnicas de Programación Neurolingüística. [Tesis de grado Universidad de Bio-Bio. Chillan, Chile]. Repositorio Digital - Sistema de Bibliotecas Universidad del Bio-Bio (SIBUBB) <http://repopib.ubiobio.cl/jspui/bitstream/123456789/2884/1/Arce%20Konig,%20Nicole%20Francesca.pdf>
- Barba-Gallardo, P. A., Perez-Armas, A. M y Bedon-Velastegui, P.M. (2018). Problemas del aprendizaje en la edad infantil. *Didasc@ lia: Didáctica y Educación*, 9(4), 85-100. <https://dialnet.unirioja.es/servlet/articulo?codigo=6716410>
- Barrera-Erreyes, H. M., Barragán- García, T. M. y Ortega- Zurita, G. E. (2017). La realidad educativa ecuatoriana desde una perspectiva docente. *Revista iberoamerica de educación* 75(2) <https://doi.org/10.35362/rie7522629>
- Celona, G. (2018). El aprendizaje eficaz: La programación neurolingüística en la enseñanza de I2 (Lengua Inglés) *Segni e comprensione*, (93), 58-79. <http://siba-ese.unisalento.it/index.php/segnicompr/article/view/19084>

- Chango, P. L. C. (2016). La aplicación de las técnicas de PNL (programación neurolingüística) enfocada a la enseñanza de una segunda lengua y su influencia en el desarrollo de la destreza speaking en el aprendizaje del idioma inglés en los estudiantes del 9no año de educación básica de la Unidad Educativa “Hispano América” año lectivo 2014–2015 de la ciudad de Ambato provincia de Tungurahua [Tesis de licenciatura, Universidad Técnica de Ambato, Facultad de Ciencias Humanas y de la Educación. Carrera de Idiomas]. Repositorio Universidad Técnica de Ambato.  
<http://repositorio.uta.edu.ec/bitstream/123456789/20316/1/Tesis%20Final%20Laura%20Chango%202015.pdf>
- Díaz-Neumelis, C. (2017). Desarrollo del valor de la autoestima, mediante tres técnicas de programación. *Revista educación en valores, Universidad de Carabobo* 1(27), 47-60.  
<https://dialnet.unirioja.es/servlet/articulo?codigo=7021598>
- Farahani-Fahimeh (2018). The effect of neuro-linguistic programming (NLP) on reading comprehension in English for specific purposes courses. *International Journal of Education and Literacy Studies*, 6(1), 79-85.
- Gamboa Mora, C. G., García Sandoval, Y., y Ahumada de la Rosa, V. (2017). La Programación Neurolingüística. *Libros Universidad Nacional Abierta ya Distancia*, 26-49.  
<https://hemeroteca.unad.edu.co/index.php/book/article/view/2466>
- Gardner, H. (2004). Audiences for the Theory of Multiple Intelligences. *Teachers College Record*, 106(1), 212-220.  
<https://www.tcrecord.org/content.asp?contentid=11521>
- Hernández-Mendoza, S. (2019). Técnicas de programación neurolingüística en la acción tutorial para potenciar el desempeño escolar. *Boletín Científico De Las Ciencias Económico Administrativas Del ICEA*, 7(14), 6-8. <https://doi.org/10.29057/icea.v7i14.4027>
- Hi Lemus, S. A. (2016). *Programación neurolingüística como estrategia de enseñanza aprendizaje* [Tesis de licenciatura, Universidad de San Carlos de Guatemala]. Repositorio del sistema bibliotecario Universidad de San Carlos de Guatemala.  
<http://www.repositorio.usac.edu.gt/6669/>
- Landívar, Mina, J. I. (2018). *Programación neurolingüística en el proceso de enseñanza aprendizaje* [Tesis de licenciatura, Universidad de Guayaquil. Facultad de Filosofía, Letras y Ciencias de la Educación] Repositorio Institucional de la Universidad de Guayaquil.  
<http://repositorio.ug.edu.ec/handle/redug/35243>
- Lara, M. W. (2014) *La programación neurolingüística y el aprendizaje del inglés en los niños –niñas de los quintos años de educación básica de la escuela fiscal “Humberto Vacas Gómez” del barrio obrero independiente, ciudad quito provincia pichincha año lectivo 2012-2013.* [Tesis licenciatura, Universidad Central del Ecuador. Quito, Pichincha, Ecuador]. Repositorio Digital, Quito UCE.  
<http://www.dspace.uce.edu.ec/handle/25000/4099>
- Lazo, A. P. (2018) *Programación neurolingüística y aprendizaje estratégico de los alumnos del II semestre de formación profesional del área de Ciencias Sociales de la Universidad Nacional de San Agustín de Arequipa.* [Tesis doctoral, Universidad Nacional de San Agustín de

- Arequipa. Arequipa, Perú] Repositorio Institucional UNSA. <http://bibliotecas.unsa.edu.pe/handle/UNSA/7378>
- Moreno, M. E. (2016). *La inteligencia emocional y la programación neurolingüística al servicio del aprendizaje de idiomas: una propuesta basada en Mindfulness*. [Tesis de maestría, Universidad de Valladolid, España]. Repositorio Institucional de la Universidad de Valladolid. [https://uvadoc.uva.es/bitstream/handle/10324/21510/TFM\\_F\\_2016\\_10\\_3.pdf?sequence=1&isAllowed=y](https://uvadoc.uva.es/bitstream/handle/10324/21510/TFM_F_2016_10_3.pdf?sequence=1&isAllowed=y)
- Pérez, J. A., Moscovici, S., &Chulvi, B. (2002). Natura y cultura como principio de clasificación social. Anclaje de representaciones sociales sobre minorías étnicas. *Revista de Psicología Social*, 17(1), 51-67. <http://www.dspace.uce.edu.ec/bitstream/25000/12623/1/T-UCE-0010-003-2017.pdf>
- Pernalet, A. (2019) *Programación Neurolinguística Calameo*. Recuperado el 2 de marzo del 2021 de <https://es.calameo.com/read/0059969605cc7867cfdba>
- Redford, C. (2017). *PNL: Programación neurolingüística: Una guía práctica y sencilla para iniciarse en la programación neurolingüística*. Robinbook. <https://bit.ly/2H0TCrQ>
- Suryasa, W. (2019). Historical Religion Dynamics: Phenomenon in Bali Island. *Journal of Advanced Research in Dynamical and Control Systems*, 11(6), 1679-1685.
- Suryasa, W., Sudipa, I. N., Puspani, I. A. M., & Netra, I. (2019). Towards a Change of Emotion in Translation of Kṛṣṇa Text. *Journal of Advanced Research in Dynamical and Control Systems*, 11(2), 1221-1231.
- Valencia Duque, A. J., & Hernández Tobón, L. J. (2017). *Aprendiendo inglés en la primera infancia, a través de la lúdica y la programación neurolingüística para niños y niñas de nivel de jardín del centro educativo " WinniePooh" Medellín* [Tesis de licenciatura, Corporación Universitaria Minuto de Dios]. Repositorio Un minuto. <https://repository.uniminuto.edu/jspui/bitstream/10656/6128/1/6-Aprendiendo%20ingles%20en%20la%20primera%20infancia%20a%20traves%20de%20la%20l%C3%BAdica.pdf>
- Vanga, M. y Fernández, A. (2015). Uso de la programación Neurolingüística en la enseñanza de Electronica Digital. *Sistemas, Cibernética e Informática*, 12(1), 55-60. [http://www.iiisci.org/journal/CV\\$/risi/pdfs/CA635SY15.pdf](http://www.iiisci.org/journal/CV$/risi/pdfs/CA635SY15.pdf)
- Williams-Zambrano, M. S., Loo-Fernández, M. N., Carrera-Moreno, G. W., Véliz-Robles, F. M., y Congo-Maldonado, R. (2018). Recursos didácticos audiovisuales y su impacto en el aprendizaje del idioma inglés. *Didasc@lia: Didáctica Y Educación* ISSN 2224-2643, 9(1), 37-54. <http://revistas.ult.edu.cu/index.php/didascalia/article/view/729/727>