UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
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FACULTAD REGIONAL MULTIDISCIPLINARIA
UNAN - FAREM MATAGALPA
Department of Education and Humanities

GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua as a requirement for Bachelor's Degree in English teaching

General Topic.

Towards TEFL Excellence in Matagalpa: A study of effective instructional Practice for elementary and Secondary Schools in the second Semester of 2024

Specific Topic

The impact of the suggestion method associated with NLP on student´s confidence and fluency on spoken English in 5th year of English Degree at UNAN CUR-Matagalpa, II semester 2024

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MATAGALPA, NOVEMEBER 03RD 2024

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DEDICATION

This research project is dedicated to our families whose unwavering love and support have been the driving force behind my academic pursuits. Their encouragement and belief in us have been a constant source of inspiration, and we are forever grateful for their guidance and wisdom.

We would also like to dedicate this research to our professor, whose expertise and guidance have been instrumental in shaping our research skills and knowledge. His mentorship has been an invaluable asset to our academic and professional growth.

Finally, we would like to dedicate this research to all those who have been affected by the subject matter of this study. It is our hope that this work will contribute to the advancement of knowledge and understanding in this field, and ultimately lead to positive change and progress.

Thank you all for your unwavering support and encouragement throughout this research project.

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We would like to express my deepest gratitude for the unwavering support and encouragement I have received from all of you throughout my research project. Your guidance and confidence in me have been instrumental in exploring the impact of the suggestion method associated with NLP on students' confidence and fluency in spoken English.

To the teachers: Your dedication to education and your insightful feedback have been invaluable. You have not only imparted knowledge but have also inspired me to push the boundaries of my research.

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Thank you all for being part of this journey and for helping me achieve my goals. Your support has made a significant difference, and I am truly grateful

ADVISER'S APPROVAL

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UNAN - MANAGUA

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VALORACIÓN DEL TUTOR

1. El trabajo de Seminario de Graduación elaborado por las Bachilleres: 1. ___Heykel Alexander Hernández Mendoza_**Carnet:2060411 Cedula: 452-020105-1000G 2. Hector Jaroth Zeas Olivas carnet: 20604384 Cédula: 441-290102-1003 3. Dismara Briones Leiva Carnet: 20604153 Cédula:453-300599-1000H** para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema:
2. **The impact of the suggestion method associated with NLP on student´s confidence and fluency on spoken English in 5th year of English Degree at UNAN CUR-Matagalpa, II semester 2024**responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN Managua/CUR Matagalpa con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de los resultados se realizó tomando en cuenta las variables del estudio, los objetivos, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de análisis y discusión de resultados, y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

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ABSTRACT

The paper investigates the impact of suggestion methods associated with Neuro Linguistic Programming (NLP) on learners' confidence and fluency in speaking English. Using advanced NLP tools, the study seeks to improve language learning through real-time feedback and personalized suggestions. A mixed approach was employed that included quantitative assessments of fluency improvements and qualitative surveys to measure changes in learner confidence. Findings indicate that NLP-driven suggestion methods significantly increase both fluency and confidence among trainees, who reported feeling more confident in their speaking skills and showed measurable progress in fluency metrics. This study highlights the transformative capacity of NLP technologies in language education, suggesting that they can offer scalable and customized solutions to enhance the learning experience. Furthermore, it addresses a critical gap in the existing literature by empirically evaluating the effects of NLP tools on spoken language skills, suggesting that similar approaches could be applied to other areas of learning.

Keywords: Neuro linguistic Programing (NLP), Suggestion Method, Confidence, Natural Speech, Fluency.

I INTRODUCTION

The integration of Neuro Linguistic Programming (NLP) methods in language learning has shown promising results in improving students' confidence and fluency in spoken English. This study focuses on identifying factors that contribute to the effectiveness of the suggestion method in improving English communication skills, as well as measuring students' fluency progress and assessing changes in their confidence level following the implementation of this method. NLP encompasses a variety of strategies, such as sentiment analysis, speech recognition, and language modeling, which can be leveraged to provide real-time feedback and personalized learning experiences.

By demonstrating the effectiveness of NLP-based methods, this research aims to help educators and policy makers make informed decisions about incorporating technology into language education. The relevance of NLP-based suggestion methods lies in their ability to create a more effective, personalized, and confidence-building learning environment among students learning spoken English. This methodological approach is developed under an interpretive paradigm, focused on understanding reality from the subjective experiences of individuals, using meaning-oriented methodologies such as interviews and observation.

The research is qualitative and descriptive, which allows a deeper understanding of the topic studied and the collection of quantitative and qualitative data from the perspective of teachers, students and the educational environment. The target population of the study are students in the fifth year of the English course at UNAN Managua FAREM Matagalpa, selecting a representative group to ensure that the findings can be generalized to the entire population.

II. JUSTIFICATION

The implementation of the suggestion method, based on Neuro-Linguistic Programming (NLP) techniques, offers great potential for improving students' confidence and fluency in English. This approach, focused on creating a positive and supportive learning environment, allows students to overcome their fears and develop the skills necessary for effective communication, for example on

The methodological utility Various studies have shown that NLP techniques are highly effective in increasing students' confidence and improving their fluency in speaking. By focusing on positive reinforcement and the use of mental imagery, these techniques help reduce anxiety and build greater self-assurance in students. Additionally, the adaptability of NLP allows it to be adjusted to different learning styles, providing personalized support that is crucial for acquiring a new language.

The impact of NLP can be measured through various indicators, such as increased class participation, improved pronunciation, and better results in oral exams. In this way, students not only improve academically but also enhance their ability to communicate effectively.

This approach is particularly suitable for students who face language learning anxiety or lack confidence. The tools provided by NLP allow them to reframe negative thoughts and adopt a more positive mindset toward learning English. Likewise, teachers can effectively integrate these strategies into their regular lessons with minimal additional resources after initial training, which brings long-term benefits such as greater student engagement and improved classroom dynamics.

On a social relevance proficiency in English is a key competency in the global job market. By improving confidence and fluency in the language, NLP contributes to students' employability and social mobility. Moreover, it promotes classroom inclusivity by addressing the psychological barriers that often hinder language learning, ensuring that all students, regardless of their background, have the opportunity to succeed. Finally, beyond language skills, NLP techniques foster mental well-being by reducing anxiety and enhancing self-esteem, which leads to a more positive attitude toward learning and personal growth.

In summary, the suggestion method based on Neuro-Linguistic Programming is a powerful and effective tool for enhancing students' confidence and fluency in spoken English. Its effectiveness, adaptability, and social relevance make it a valuable resource in language education.

III. OBJECTIVES

Aims

To investigate the impact of the suggestion method on students' confidence and fluency in spoken English

Specific objectives

1) To identify the factors that contribute to the effectiveness of the suggestion method in enhancing spoken English skill.
2) To measure the improvement in students' fluency in spoken English as a result of using the suggestion method.
3) To evaluate the changes in students' confidence levels in spoken English after implementing the suggestion method.

IV THEORITICAL FRAMEWORK

4.1 Neuro-Linguistic Programming (NLP)

Neuro-Linguistic Programming (NLP) is an emerging technology that is fast gaining interests it carries the techniques to change the thinking and behavior of an individual. Earlier, NLP was considered scholarly in nature, and later it was seen to shift from the academic to commercial worlds. Today, NLP organizations and practitioners are holding seminars and workshops. (Psychology Today, s.f.)

Because of the communication and behavior changes of NLP are being used in different industries to influence people and improve outcomes across varied conditions and populations. NLP is finding an increasing application in various fields and specially to build the human capital of an organization with effective education, training, and development of its employees. NLP techniques can be used to set a model of excellence for the employees and help in improving their soft skills and communication skills, customer care skills with better language patterns and self-management.

In summary, NLP involves not only the use of language but also behavior and strategic thinking in the learning process. The combination of strategic thinking, behavior and language together is more likely to result in effective language learning compared to focusing on language alone. As a result, learners can get into the deep structure of a task

4.1.2 Neuroscience

Neuroscience is the study of the nervous system – from structure to function, development to degeneration, in health and in disease. It covers the whole nervous system, with a primary focus on the brain. Incredibly complex, our brains define who we are and what we do. They store our memories and allow us to learn from them. (Kings College London, s.f.)

Thus, neuroscience is the study of the nervous system – from structure to function, development to degeneration, in health and in disease. It covers the whole nervous system, with a primary focus on the brain. Incredibly complex, our brains define who we are and what we do. They store our memories and allow us to learn from them.

Consequently neuroscience, at its core, delves into the intricate workings of the nervous system, encompassing everything from its structure and function to its development and degeneration, both in health and disease. This field primarily focuses on the brain, the epicenter of our identity and actions. field primarily focuses on the brain, the epicenter of our identity and actions. The brain’s complexity is not just in its ability to store memories and facilitate learning but also in its capacity for inferential reasoning.

4.2. Suggestion method

Suggestion teaching method was put forward by psychotherapist George Lozano in the 1960s, which provides a new idea for the development of English reading teaching. Suggestive media points out that people are suggestive and positive suggestions can put people's bodies in a relaxed state and minds in an active state. (Sun, 2013)

this method capitalizes on the brain's ability to process and respond to positive suggestions, which can induce a state of relaxation in the body and heightened activity in the mind. This cognitive process involves the brain's capacity to integrate external cues and internal states, facilitating an optimal learning environment. By creating a relaxed physical state, the brain reduces stress and anxiety, which can otherwise hinder learning.

While the method's emphasis on positive suggestions and relaxation techniques can create a conducive learning environment, it is essential to consider the variability in individual responses to suggestion. Not all learners may experience the same level of relaxation or mental activation, which could affect the method's overall efficacy. Additionally, the reliance on suggestive media raises questions about the long-term sustainability of such techniques and their applicability across diverse educational contexts. According to instrument teachers sometimes use suggestion method associated with NLP in teaching in spoken English. In the survey applied to 5 teachers, they mention that suggestion method in teaching spoken English is used depending of the situation, referring exactly to the dependence of each student's levels.

4.2.1 Techniques

Positive affirmations are almost as easy to define as they are to practice. Put simply, they are positive phrases or statements used to challenge negative or unhelpful thoughts. (June 19, 2022)

Practicing positive affirmations can be extremely simple, and all you need to do is pick a phrase and repeat it to yourself. By repeating affirmations, individuals can potentially reshape their thought patterns and improve their self-esteem. The underlying implication is that the practice of positive affirmations is not merely about repeating phrases but involves a transformative process that can lead to significant personal growth and emotional well-being.

You may choose to use positive affirmations to motivate yourself, encourage positive changes in your life, or boost your self-esteem. the survey applied to 5 teachers, they mention that when we use a positive affirmation the students behavior improves and be more participative in class.

4.2.2 Positive affirmation

The repetition of positive, affirming words like “I can do this,” or “I’m worthy,” can often be applied for an extra dose of confidence in difficult situations. Otherwise known as positive affirmations, these phrases can serve as helpful reminders across a variety of scenarios, including times of anxiety, moments of low self-worth and when beginning or ending your day. (Catherine Moore, 2019)

positive affirmations in enhancing confidence and managing emotional well-being. While it suggests that affirmations can be beneficial in various scenarios, it’s important to critically assess their effectiveness.

The repetition of positive, affirming words like “I can do this,” or “I’m worthy,” can often be applied for an extra dose of confidence in difficult situations. Otherwise known as positive affirmations, these phrases can serve as helpful reminders across a variety of scenarios, including times of anxiety, moments of low self-worth and when beginning or ending your day.

4.2.3 Visualization

Visualization, in the context of the suggestion method associated with NLP (Neuro-Linguistic Programming), is a technique where students create mental images to enhance their learning and performance in spoken English. This method can significantly boost their confidence and fluency by allowing them to mentally rehearse and prepare for real-life speaking situations. (Al-Murtadha, 2020)

However, the mental Rehearsal: Students imagine themselves speaking English fluently and confidently in various scenarios, such as giving a presentation or engaging in a conversation. This mental practice helps reduce anxiety and build self-assurance and the positive Imagery: By visualizing positive outcomes, students can shift their mindset from fear of failure to anticipation of success, which helps in overcoming the fear of making mistakes.

In context the neural Activation: Visualization activates the same neural pathways used during actual speaking, reinforcing language skills and making them more accessible during real conversations and goal Setting: Visualizing specific goals, like speaking without hesitation or using new vocabulary, can motivate students to practice more and track their progress.

4.3 Fluency in spoken English

Positive Reinforcement: NLP techniques often use positive reinforcement to build confidence. By repeatedly suggesting that students are capable and fluent speakers, their self-belief increases, which can reduce anxiety and hesitation during speaking and the visualization: NLP encourages students to visualize themselves speaking fluently and

confidently. This mental rehearsal can create a sense of familiarity and reduce the fear of speaking in public. (Cambridge September 2010)

Nevertheless, this NLP technique involves associating a physical action (like pressing a finger) with a positive emotional state. When students feel nervous, they can use this anchor to trigger a feeling of confidence and the language Patterns: NLP focuses on the language patterns used by fluent speakers. By modeling these patterns, students can improve their own speech fluency.

Definitely research has shown that these methods can significantly improve students' confidence and fluency in spoken English. By reducing anxiety and promoting positive self-perception, students are more likely to speak with ease and fluidity.

4.3.1 Fluency

Fluency, in the context of the impact of the suggestion method associated with NLP on students' confidence and fluency in spoken English, refers to the ability to speak smoothly, easily, and with minimal hesitation. Here's how fluency can be understood and measured in this specific context: Smoothness and Flow: The ability to speak without unnecessary pauses or interruptions. (American TESOL Institute's Lexical Press Blog, 2024)

Therefore, fluency is a key indicator of oral proficiency and is often measured by these temporal aspects1. In NLP-related research, fluency can also be linked to the use of cohesive devices and the overall coherence of spoken language2. This means that students who can speak more fluidly and with fewer interruptions are often perceived as more fluent.

In conclusion the suggestions method associated with NLP aims to enhance these aspects by providing targeted feedback and strategies to improve the natural flow of speech, thereby boosting both confidence and fluency in students Speech level could be measured through recording and analyzing each student's speaking skills taking into account that 5 of 5 teacher respondents share same opinion.

4.3.2 Natural Speech

Natural speech, in the context of the suggestion method associated with Neuro-Linguistic Programming (NLP), refers to the ability of students to speak English fluently and confidently in a way that mimics native speakers. This involves not just correct grammar and vocabulary, but also the natural flow, intonation, rhythm, and non-verbal cues that are characteristic of native speech patterns. (Cariño & Bautista , 2022)

However, the suggestion method, often linked with NLP, aims to enhance students' confidence and fluency by creating a supportive and immersive learning environment. Techniques such as positive reinforcement, visualization, and the use of sensory-rich language help students internalize and reproduce natural speech patterns more effectively.

In conclusion by focusing on these aspects, students can improve their overall communication skills, making their spoken English sound more natural and spontaneous. This approach also helps in reducing anxiety and building self-assurance, which are crucial for achieving fluency.

4.4 Confidence in spoken English

Confidence in spoken English, particularly in the context of the suggestion's method associated with NLP (Neuro-Linguistic Programming), refers to a student's self-assurance and belief in their ability to communicate effectively in English. This method often involves techniques such as positive reinforcement, visualization, and modeling to help students overcome anxiety and build their confidence. (Yusnia Mauliza,2018).

The self-Belief: Students develop a strong belief in their ability to speak English fluently. This is achieved through positive reinforcement and visualization techniques that NLP often employs the reduced Anxiety: NLP techniques help in reducing anxiety and fear associated with speaking a foreign language. This is crucial as anxiety can significantly hinder a student's ability to communicate effectively1.

Finally, the Positive Self-Talk: Encouraging students to engage in positive self-talk can boost their confidence. NLP methods often include exercises that help students replace negative thoughts with positive affirmations Modeling: Observing and imitating proficient speakers can help students develop better speaking habits and boost their confidence. According to the numbers from our applied survey, all individuals in this case teachers agree that participatory classes and oral presentations help to assess the change in the language speaking ability of each student by using the suggestion method.

4.4.1 Confidence

The quality of being certain of your abilities or of having trust in people, plans, or the future. (Cambridge University Press & Assessment 2024, 2024)

So, confidence involves the brain's ability to assess past experiences and current information to predict outcomes and make decisions. The neural underpinnings of trust involve specific brain activities that correlate with decision-making processes. For example, EEG studies have shown that predicted confidence affects neural readiness to process stimuli, suggesting that confidence judgments serve as a guide for how people approach future decisions. The brain continually updates its beliefs based on new information and previous experiences, a process similar to Bayesian inference, where predictions are adjusted based on the accuracy of previous results.

This cognitive process allows individuals to navigate uncertainties and challenges with a sense of assurance. When we are confident, our brain has effectively synthesized previous successes and learned patterns, enabling us to trust in our capabilities and the reliability of others or future events.

4,4.2 Self steem

Self-esteem is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can feel difficult to change. We might also think of this as self-confidence. (Mind, 2024)

Actually, self-esteem involves the brain's ability to integrate past experiences, feedback from others, and personal achievements to form a coherent self-concept. This cognitive process allows us to make predictions about our capabilities and social standing, influencing our confidence and behavior.

Also, self-esteem, fundamentally, is the lens through which we evaluate and perceive our own worth. It is deeply rooted in our opinions and beliefs about ourselves, which are often resistant to change.

4.5 Neuro-Linguistic Programming and suggestions method

Neuro-linguistic programming is intended to help clients understand their own minds and how they come to think and behave the way they do. With the aid of NLP techniques, clients can learn to manage their moods and emotions and "reprogram" the way they process information. (Sun, 2013)

It is inferred that this suggests that thought has the power to influence physical or mental states and that thoughts are interconnected through associations of ideas. This implies that our thoughts can have a direct impact on our emotions and actions.

Therefore, every thought leads our minds to associate with certain knowledge or to create emotions that will lead us to doubt that will eventually become a search for ideas and information that can concretize in a complex way those concepts that came to our mind in an incomplete way.

4.5.1 Neuro-Linguistic Programming in teaching

NLP (Neuro Linguistic Programming) has been around in language teaching longer than we may realize. Those teachers who incorporate elements of suggestopedia, community language learning, music, drama and body language into their lessons are already drawing on NLP as it stood twenty years ago. (BRITISH COUNCIL, s.f.)

Proponents of NLP assume all human action is positive. Therefore, if a plan fails or the unexpected happens, the experience is neither good nor bad—it simply presents more useful information.

However, in education, neurolinguistic programming proposes methods to improve the teaching and learning process in students, enhancing the teaching processes in cognitive areas because the information presented is processed in a more effective way since it focuses on a more accurate and deeper learning

Having said this, the learning process through neurolinguistic programming in the current educational context could bring comfort taking into account that according to psychological studies all human action is positive and provides information to follow the patterns of successful learning, in the case of the English language is involved indirect learning as a tool for growth. 4 out of 5 individuals surveyed believe that the biggest challenge in applying the suggestion and NLP method is the lack of resources and support materials.

4.5.2 Suggestion method in teaching English

Suggestion teaching method was put forward by psychotherapist George Lozano in the 1960s, which provides a new idea for the development of English reading teaching. Suggestive media points out that people are suggestive and positive suggestions can put people's bodies in a relaxed state and minds in an active state. (Sun, 2013)

This method capitalizes on the brain's ability to process and respond to positive suggestions, which can induce a state of relaxation in the body and heightened activity in the mind. This cognitive process involves the brain's capacity to integrate external cues and internal states, facilitating an optimal learning environment. By creating a relaxed physical state, the brain reduces stress and anxiety, which can otherwise hinder learning.

While the method's emphasis on positive suggestions and relaxation techniques can create a conducive learning environment, it is essential to consider the variability in individual responses to suggestion. Not all learners may experience the same level of relaxation or mental activation, which could affect the method's overall efficacy. Additionally, the reliance on suggestive media raises questions about the long-term sustainability of such techniques and their applicability across diverse educational contexts the factors that contribute to the effectiveness of the suggestion method are considered to be personalized by and for each student.

V. ANALYSIS AND INTERPRETATION OF RESULTS

Regarding to the specific objective 1 To identify the factors that contribute to the effectiveness of the suggestion method in enhancing spoken English skill. To answer this objective the question 1. do you use the suggestion method associated with NLP in teaching spoken English? And question 2. what factors do you think contribute to effectiveness pf suggestion method in teaching spoken English? From the teacher survey questionnaire were taken the data was obtained from the survey conducted with teachers, 4 out of 5 teachers believe that personalizing the suggestion method is the contributing factor and 1 out of 5 teachers believe that the main factor is creating a safe and positive environment. The result might suggest that personalizing suggestion method and create a positive environment help each student in develop spoken English skills. Suggestion teaching method was put forward by psychotherapist George Lozano in the 1960s, which provides a new idea for the development of English reading teaching. Suggestive media points out that people are suggestive and positive suggestions can put people's bodies in a relaxed state and minds in an active state. (Sun, 2013).

The effectiveness of the suggestion method can vary depending on the situation. Factors such as class size, student motivation, and the availability of resources can influence how well these techniques work. Teachers need to be flexible and ready to adjust their strategies to meet the needs of their students. Concerning to the second specific objective to measure the improvement in students' fluency in spoken English as a result of using the suggestion method. To answer this objective the question 3 from the teacher's survey, how do you measure the improvement in students' fluency in spoken English.?
The data was obtained from the survey with teachers, 5 of 5 teachers believe that recording and analyzing students' speaking skills could be an appropriate technique to develop their skills in learning English language speaking. The result might suggest that recording and analyzing could help to develop their speech skills.

The context of the impact of the suggestion method associated with NLP on students' confidence and fluency in spoken English, refers to the ability to speak smoothly, easily, and with minimal hesitation. Here's how fluency can be understood and measured in this specific context: Smoothness and Flow: The ability to speak without unnecessary pauses or interruptions. (American TESOL Institute's Lexical Press blog 2024). Suggestion method can help students internalize patterns of smooth and fluent speech. Through repeated practice and positive reinforcement, students can learn to minimize pauses and interruptions, enhancing their overall fluency.

According to third specific objective to evaluate the changes in students' confidence levels in spoken English after implementing the suggestion method. To reply this objective question 4 how do you evaluate the changes in students' confidence in speaking English? and question 5 what challenges have you faced when implementing the suggestion method in teaching spoken English? The data was obtained from the survey with teachers 5 of 5 teacher evaluate changes in confidence students through evaluating class participation and oral presentation The result might suggest that Student might develop their confidence level in spoken English when suggestion method is implemented.

Natural speech, in the context of the suggestion method associated with Neuro-Linguistic Programming (NLP), refers to the ability of students to speak English fluently and confidently in a way that mimics native speakers. This involves not just correct grammar and vocabulary, but also the natural flow, intonation, rhythm, and non-verbal cues that are characteristic of native speech patterns. This method involves creating a positive and supportive learning environment where students feel encouraged to practice and improve their speaking skills.

5.1 Conclusion

This study has successfully investigated the impact of the suggestion method on students' confidence and fluency in spoken English. The findings indicate that the suggestion method significantly enhances both aspects, providing a robust framework for language acquisition.

Firstly, the investigation revealed that the suggestion method positively influences students' confidence and fluency in spoken English. This method creates a supportive and engaging learning environment, which encourages students to practice speaking without fear of making mistakes.

Secondly, the study identified several key factors contributing to the effectiveness of the suggestion method. These include the use of positive reinforcement, the incorporation of real-life communication scenarios, and the emphasis on interactive and student-centered activities. These elements collectively foster a more immersive and motivating learning experience.

Thirdly, the measurement of students' fluency improvement demonstrated notable progress. Students exhibited increased fluency, characterized by smoother speech, reduced hesitation, and a broader vocabulary. This improvement underscores the method's efficacy in enhancing spoken English skills.

Lastly, the evaluation of changes in students' confidence levels showed a marked increase. Students reported feeling more self-assured and willing to participate in conversations. This boost in confidence is attributed to the supportive atmosphere and the continuous practice opportunities provided by the suggestion method.

Overall, the suggestion method proves to be a valuable approach in improving both the confidence and fluency of students in spoken English, making it a recon mended practice for language educators.

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Appendix

Appendix 1. Operationalization of variables

VARIABLES	CONCEPTS	INDICATORS	MEASUREMENTS	SCALE	QUESTIONS	TECHNIQUE	ADRESSED TO
Suggestion Method	A teaching technique using positive suggestions to influence students' behavior and learning	Frequency of positive suggestions used by types of suggestions(verbal-non-verbal)	Observation and recording during lesson by teachers log of suggestions used.		**1. Do you use the suggestion method associated with NLP in teaching spoken English?** a) Yes, I use it regularly. b) Sometimes, depending on the situation. c) No, I have never used it.	interview	teachers

NLP Techniques	Method derived from NLP to enhance communication and personal development	Specific NLP techniques used (e, g, anchoring, mirroring) by frequency of NLP techniques used.	Observation and recording during lessons by teachers log of NLP techniques used.		**2. What factors do you think contribute to the effectiveness of the suggestion method in teaching spoken English?** a) Regular practice and timely feedback. b) Personalizing the suggestion	survey	teachers

					method for each student. c) Creating a safe and positive learning environment.		
Student confidence	Student self-assurance in their ability to speak English.	Self-reported confidence levels by participation in class by willingness to speak.	Survey/questionnaires by observation and recording by teachers' assessment.		**3. How do you measure the improvement in students' fluency in spoken English?** a) Through formal assessments, such as oral exams.	survey	Teachers

					b) Through observation and informal feedback. c) Through recording and analyzing students' speaking skills.		
Fluency in spoken English.	The ability to speak English smoothly and effortlessly.	Number of words spoken per minute by number of pauses and fillers by pronunciation accuracy.	Speech recording and analysis by teachers' assessment, peer feedback.		**5. What challenges have you faced when implementing the suggestion method in teaching**	interview	Teachers

					spoken English? a) Students' resistance to trying new learning techniques. b) Lack of resources or supporting materials. c) Lack of time to plan and prepare lessons using the suggestion method.		

Appendix.2 Evidence from survey through WhatsApp

Appendix.3 Survey for Teachers

1. Do you use the suggestion method associated with NLP in teaching spoken English?

a) Yes, I use it regularly.

b) Sometimes, depending on the situation.

c) No, I have never used it.

2. What factors do you think contribute to the effectiveness of the suggestion method in teaching spoken English?

a) Regular practice and timely feedback.

b) Personalizing the suggestion method for each student.

c) Creating a safe and positive learning environment.

3. How do you measure the improvement in students' fluency in spoken English?

a) Through formal assessments, such as oral exams.

b) Through observation and informal feedback.

c) Through recording and analyzing students' speaking skills.

4. How do you evaluate the changes in students' confidence in speaking English?

a) Through observation and informal feedback.

b) Through surveys or questionnaires to students.

c) Through evaluating class participation and oral presentations.

5. What challenges have you faced when implementing the suggestion method in teaching spoken English?

a) Students' resistance to trying new learning techniques.

b) Lack of resources or supporting materials.

c) Lack of time to plan and prepare lessons using the suggestion method.

6. How do you think the effectiveness of the suggestion method in teaching spoken English can be improved?

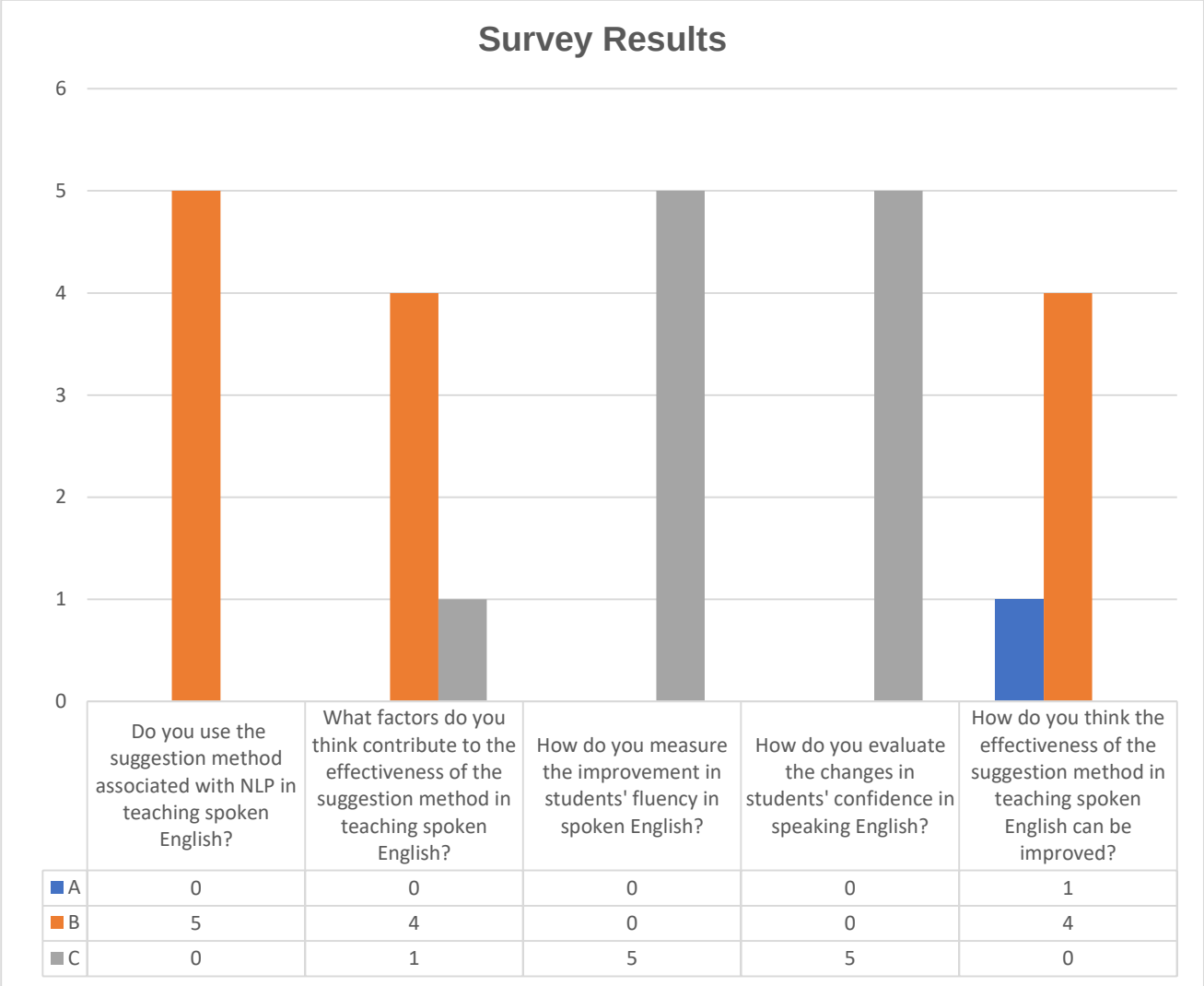
a) Through teacher training and professional development.

b) Through creating specific resources and materials to support the suggestion method.

c) Through collaboration and sharing ideas and practices among teachers.

Thank you for your time and cooperation in this survey!

Appendix.4 Survey Results



	Do you use the suggestion method associated with NLP in teaching spoken English?	What factors do you think contribute to the effectiveness of the suggestion method in teaching spoken English?	How do you measure the improvement in students' fluency in spoken English?	How do you evaluate the changes in students' confidence in speaking English?	How do you think the effectiveness of the suggestion method in teaching spoken English can be improved?
A	0	0	0	0	1
B	5	4	0	0	4
C	0	1	5	5	0

Appendix.5

GRADUATE SEMINAR **5TH YEAR 2024**
SCHEDULE OF ACTIVITIES

DATE	AUGUST		SEPTEMBER				OCTOBER					NOVEMBER			
ACTIVITIES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
→ Organization of groups (2 - 3 students) → Approaching the problem and the topic.															
→Operationalization the variables →Writing the outline															
→Writing the objectives															
→Justification of the study															
→Methodological design →Start building Instruments and tools															
→Validation of instruments →Literature review →Start working Theoretical Framework															
→Refining the Theoretical Framework															
→Field work data collection stage 1															
→Submit theoretical framework															
→Writing the results by variable into theoretical Framework															
→Submit the results by variable into theoretical Framework															
→Writing the analysis and interpretation of results by objective.															
→Conclusion and recommendations.															
→Submit Analysis and interpretation of results.															
→Elements of the Introduction according to UNAN guidelines. →Writing the Abstract															
→FIRST DRAFT SUBMIT →PPT Defense elements															
→Presentation of Defense simulation															

Appendix.6 Evidence in Classroom

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