THE ROLE OF NEURO - LINGUISTIC PROGRAMMING IN ENGLISH

LANGUAGE TEACHING:

NLP-TRAINED LANGUAGE TEACHING PRACTITIONERS' PERCEPTIONS

ABOUT NLP STRATEGIES AND TECHNIQUES USED IN CLASSES

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To the memory of my father, Eraydın Targutay

ABSTRACT

THE ROLE OF NEURO-LINGUISTIC PROGRAMMING IN ENGLISH LANGUAGE TEACHING:

NLP-TRAINED LANGUAGE TEACHING PRACTITIONERS' PERCEPTIONS ABOUT NLP STRATEGIES AND TECHNIQUES USED IN CLASSES

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This qualitative research study explored 12 NLP-trained ELT practitioners' perceptions about the role of NLP in ELT. More specifically, the particular NLP strategies and techniques that are preferred by the NLP-trained language teaching practitioners as well as the skills that are addressed by means of NLP were investigated. In addition to these, the study portrayed the reasons why some NLP strategies and techniques are not preferred to be used in language teaching settings. The data collection procedure of this study involved semi-structured interviews that were audio-recorded. The analysis of the interview transcripts showed that NLP is not a set of small scale teaching techniques, but a wide system of communication based on a number of disciplines. There was broad perception over the fact that NLP is not a teaching approach, but a philosophy, the principles of which are applicable to

any setting that involves human interaction. Furthermore, the perceptions of most interviewees revealed that NLP involves what is already present in many humanistic approaches in language teaching. According to the interviewees, determining the learning styles of learners (VAK), and exploring their meta-programs will guide the language teachers to design their lessons accordingly. As the variables of language anxiety function like a filter through which instruction passes, it would be sensible to conclude that the findings of the study based on the role of visualisation, brain-gym, and circle of excellence encourage learners to raise their expectations about their learning processes. Moreover, NLP modelling strategy is perceived by the interviewees to be useful in helping students learn how to learn, enhancing learners' study skills and goal setting techniques, as well as developing their listening, speaking, reading, and writing skills. Apart from modelling, visualisation, guided fantasy, metaphors (especially used in stories and games) in NLP are useful in enhancing language skills and vocabulary learning skills.

Key words: Neuro-Linguistic Programming, Positive Classroom Environment, Lowering Affective filters, increasing motivation to learning.

ÖZET

NÖRO-LİNGUİSTİK PROGRAMLAMA (NLP)' NIN İNGİLİZCE EĞİTİMİ

ÜZERİNDEKİ ROLÜ:

NLP EĞİTİMİ ALMIŞ İNGİLİZCE EĞİTMENLERİNİN İNGİLİZCE EĞİTİMİ

VERİLEN SINIFLARDA UYGULANABİLECEK NLP TEKNİKLERİ VE

STRATEJİLERİ HAKKINDAKİ ALGILARI

Targutay, Meltem

Yüksek Lisans, Yabancı Dil olarak İngilizce Öğretimi Bölümü

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Temmuz 2010

Bu nitel çalışma Nöro-linguistik Programlama (NLP) eğitimi almış 12 İngilizce eğitmeninin NLP'nin dil öğretimi üzerindeki rolüne ilişkin algılarını ele almaktadır. Çalışma, bu eğitmenlerin dil öğrettikleri sınıflarda kullanmayı tercih ettikleri NLP tekniklerini ve stratejileri, bu stratejilerin hangi dil becerilerin geliştirilmesine faydalı olduğunu ve bazı NLP stratejilerinin sınıfta kullanılmama sebeplerini ortaya koymak amacıyla tasarlanmıştır.

Veriler sözkonusu eğitmenlerle gerçekleştirilen mülakatların ses kayıtlarının yapılmasıyla elde edilmiştir.

Deşifre edilen kayıtların inceleme sonuçları, NLPnin küçük çaplı bir dizi dil öğretim teknikleri olmaktan ziyade, muhtelif disiplinleri barındıran etkili iletişim amaçlı bir felsefe olduğunu ortaya koymuştur. Ayrıca, NLP'nin dil öğretimi yaklaşımlarındaki temel unsurları barındırdığı, öğrencilerin öğrenme stillerinin ve meta-programlarının tespitinin ise dil eğitmenlerine derslerini planlama aşamasında büyük ölçüde rehberlik edebileceği tespit edilmiştir. Dil öğrenme tedirginliği öğrenmeye engel teşkil etmektedir. Görselleme, beyin jimnastiği, ve mükemmellik çemberi gibi NLP stratejilerinin öğrencilerin öğrenme sürecindeki beklentilerini olumlu yöne çevirmekte etkili rol oynadığı sonucuna varılmıştır. Bunlara ek olarak, yapılan mülakatlar sonucunda, NLP modelleme stratejisinin öğrencilere etkili öğrenmeyi, çalışma yöntemlerini ve hedeflerini belirlemeyi nasıl gerçekleştrebileceklerinin yanı sıra dinleme, konuşma, okuma ve yazma gibi dil becerilerini geliştirmelerinde yardımcı olduğu algısı ortaya çıkmıştır. Modelleme ve görsellemeye ek olarak görsel imgeleme ve özellikle hikaye anlatımı ve oyunlarda kullanılan metaforların (mecaz) dil becerilerini geliştirmenin yanı sıra kelime öğrenme becerlerinde de etkili olduğu tespit edilmiştir.

<u>Anahtar Kelimeler</u>: Nöro-Linguistik Programlama, Olumlu sınıf atmosferi, Duyusal bariyerlerin elimine edilmesi, Öğrenme motivasyonunun artırılması.

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Meltem Targutay

has read the thesis of the student.

The committee has decided that the theis of the student is satisfactory.

Thesis Title: The Role of Neuro-Linguistic Programming in
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                       Language Teaching Practitioners' Perceptions
                       about NLP Strategies and Techniques used in
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I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.
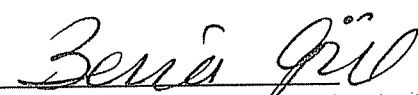
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CHAPTER I – INTRODUCTION

Introduction

We are all inventors, each sailing out on a voyage of discovery, guided each by a private chart, of which there is no duplicate. The world is all gates, all opportunities. **Ralph Waldo Emerson**

For decades, language teachers have been searching for more effective and efficient ways of teaching a language, and finding out about how students learn. Countless research studies in education, psychology and the neurosciences have attempted to shed light on how effective learning takes place (Yorio, 1981). The learning process involves learners' ability to receive input and develop emotionally, socially, linguistically, and cognitively. Further, this process is claimed to be highly dependent on students' ability to take in, assimilate and apply information through their acts of communicative interactions (De Jager, 2008).

Research to date has revealed that not all language learners learn in the same way, and this variability may be caused by cognitive, social and linguistic factors. Learner variables that are crucial factors in holistic understanding of the learning processes, involve motivation and affective variables (anxiety, self-esteem, risk-taking), which are influential in successful language learning. Thus, language skills and strategies should be taught taking these learner variables into consideration (Dilts, as cited in Decker, 1995). Furthermore, in relation to second language acquisition and learning, personality, motivation, learning style, aptitude

and age are to be taken into consideration in order to meet learners' diverse needs (Samimy & Tabuse, 1991).

To enhance performance in L2 learning, providing a positive learning environment that help learners achieve their full potential, and meeting the diverse needs of learners are essential. Language instruction involving the basic tenets of Neuro-Linguistic Programming (NLP) could be a potential aid to optimize learners' positive attitudes towards learning by increasing their motivation and lowering their learning anxiety, and to help students and teachers attain high standards of performance in language teaching and learning (Thurbury, 2001). For this reason, NLP, originated by John Grinder and Richard Bandler in the early 1970s, has received interest from researchers and practitioners of language teaching.

This study, making use of a qualitative method of research, sets out to explore the perceptions of NLP-trained language teachers about the role of NLP in ELT classrooms. In particular, it sets out to explore the techniques and strategies that NLP-trained language teachers choose to use or not use in their classes, along with their reasons. Finally, this study investigates the specific language skills that are addressed through the use of NLP strategies.

Background of the Study

There are several important issues related to language teaching instruction. Among those issues are the importance of establishing a positive classroom atmosphere, the role of increased participation in class activities, and the role of affective variables in learners' second language performance.This section discusses these issues and how they relate to NLP.

The factors affecting the processes and conditions to promote successful L2 learning in the classroom and how teachers can create these conditions have gained considerable attention with the emergence of second language acquisition theories. It has been suggested that NLP might contribute to language teaching and learning (Tosey & Mathison, 2003b). In making explicit the characterization of an NLP approach to teaching and learning, Tosey and Mathison (2003b) reputable scholars having made great contributions to the field of NLP, emphasized the importance of establishing a positive classroom atmosphere which facilitates learners' exploration and enhancement of their internal representations so that the teacher manages to lead students towards the desired learning goals. In addition, NLP is claimed to present students of English an opportunity to reach their full intellectual potential in the learning environment (Helm, 2009). Helm examines the background information and numerous applications of NLP, such as modalities of eye movement, the use of predicates, and posturing, which can be employed to improve English instruction.

Research literature, apart from the literature on NLP, has focused on the role and importance of increased class participation. High correlations between students' classroom participation and their L2 learning performance have been found (Ely as cited in Pica, 1994). That is to say, increased opportunities for oral production practice may help learners develop their fluency and accuracy (VanPatten & Codierno as cited in Grove, 1999). Given this fact, considering the reasons for reticence to participate in class activities is of importance. Reticence to take part in class activities can be attributed to a variety of factors, including the existence of negative classroom atmosphere and students' high affective filters (Qi

& Weaver, 2005). How participation in class activities can be increased has been portrayed by several studies which involve various suggestions ranging from enhancing students' pragmatic competence, to providing learners with participation instruction. A recent study by Tsou (2005), for instance, emphasized the role of "participation instruction" (p. 46) involving communication strategies such as taking and maintaining the floor, indicating lack of comprehension, requesting additional information, checking point of view, clarifying and inquiring about classroom procedures. According to Ferris and Tagg (1996a), students' perceived inability and unwillingness to participate in class discussions can be overcome by emphasizing communication skills. In addition, Clennell's study (1999) portrayed the benefits of promoting pragmatic awareness and spoken discourse skills. Crandal and Basturkmen (2004) also aimed to find ways to increase learners' communicative competence, and thus, raise learners' awareness of native-speaker norms of the use of speech acts.

Due to the rising importance given to authentic communication as an integral part of L2 learning and instruction, and the awareness of the role of interaction in language development, willingness to communicate (WTC) has gained importance. Thus, it should be noted that willingness to communicate influences the frequency of communication, which may contribute to second language acquisition (Clement et al.; Yashima et al. as cited in Kang, 2005). In addition to the above-mentioned factors influencing WTC, the effects of a number of affective and social variables on L2 learners' engagement in oral tasks was studied by Dörnyei and Kormos (2000). The results of their study revealed that learners' task engagement showed correlations with the interrelationship of

multiple variables such as attitudes towards the L2 task, linguistic self confidence, and attitudes towards the English course. Moreover, formal and informal structures of classroom constraints which were influential on WTC were studied by Qi and Weaver (2005).

In view of the literature identifying positive learning environment as a significant factor in language learning, Fraser (1986) and Finch (2001) pointed out that positive attitude change may occur in a non-threatening learning environment, which promotes self-esteem, intrinsic motivation and encourage learners to take responsibility for achievement and assessment of learning. As some research studies suggest that there is a relationship between L2 performance and anxiety (Kleinmann; Brandl as cited in Young, 1991), providing students with learner-centred, low-anxiety classroom environment is considered as one of the current challenges of language teachers. Young (1991) offered anxiety reduction strategies as well as pointing out the six causes of anxiety.

NLP can offer anxiety reduction strategies. Considered as an alternative approach to language teaching (Richards & Rodgers, 2001), NLP is claimed to achieve *excellence* in the performance of learners through enhancing teacher-learner congruence (Millrood, 2004). Millrood, who emphasized the importance of establishing a smooth and natural classroom environment, claims that NLP has an essential role in teacher discourse as addressing the learners' cognitive-emotional domain (the 'neuro' component) through verbal interaction with the learner (the 'linguistic' component), resulting in optimal harmony in teachers' and learners' classroom interaction. Revell and Norman (1999) highlighted the importance of teacher-learner congruence by claiming that for effective communication to take

place between the learner and the teacher, instructors should use various classroom activities to find out about the preferred representational channel of their students, which will help establish rapport-the establishment of trust, harmony, and cooperation in a classroom environment. The most recently defined inventory of NLP techniques which have been put forward by Millrood (2004) are as follows: establishing rapport between the teacher and learners, modelling (offering strategies for better pronunciation), creating a learner filter (monitoring correct/incorrect knowledge), pacing and leading the learner (introducing a cognitive challenge), eliciting learners' creative responses (guiding the learner to an output), recognizing learners' individual differences, reframing the approach (stopping unproductive teaching strategies), and reinforcing learner achievement by emphasizing success have been put forward by Millrood.

Several areas associated with negative beliefs in relation to (learning) performance were investigated and an eight-stage model, called 'Modifying the Mental Map through the Application of Techniques of Change', was suggested by Kudliskis and Burden (2009). NLP visualisation and anchors were implemented in a teaching setting as the 'Techniques of Change'. The perceptions of the students, who took part in the study, revealed that clearly defined goals are valuable, and that low self-esteem and negative expectations in relation to learning are correlated; thus, negative expectations need to be challenged to foster the development of positive self-esteem. Furthermore, DelaMora (2008), who sought to identify the effects of NLP on anxiety, self-esteem, and second language acquisition of high school students in English, found that the use of NLP strategies reduced students' anxiety, increased their self-esteem, and language proficiency.

The role of input and how it is provided in classroom settings also play a crucial role in second language acquisition and in foreign language teaching. The role of input is also emphasized in Krashen's Affective Filter Hypothesis (AFH) in his theory of second language acquisition. AFH involves a number of affective variables involving motivation, self-confidence and anxiety, all of which play a crucial role in second language acquisition. Krashen (1985) explains the debilitative and facilitative role that the affective factors may play in the following way:

> Learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition, whereas low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. (p. 46)

NLP has strong ties with the claims pointed out in Krashen's Input Hypothesis. According to this hypothesis, comprehensible input is necessary for acquisition to take place. In addition, learners need to be affectively disposed to "let in" or be motivated to learn the comprehended input which becomes comprehensible with the help of contextual and extra-linguistic clues (Krashen, 1985). This issue of contextual and extra-linguistic clues is similar to NLP principles which indicate that the establishment of optimal communication with students is realized through efficient acknowledgement of their predominant perception channels: visual, auditory, or kinesthetic. These are also called representational systems, as they represent the specific ways in which we take in, store and code information in our minds (Grinder & Bandler, 1975). Winch (2005)

also asserts that NLP, having an impact on English language teaching, may offer a solution with the notion of preferred representational systems. Winch claims that understanding how people process and store information is essential if language teachers attempt to focus on the issue of expressing oneself with satisfaction. In NLP literature, there are other studies which have considerable contribution to teaching, particularly in terms of helping learners develop spelling skills (Hamilton, 2003), writing skills (Tosey, 2008), setting future goals (Tosey, 2006), utilizing effective learning strategies, as well as helping teachers establish rapport and effective communication (Childers Jr., 1985) with learners.

To sum up, regarding the important considerations in ELT, NLP, within the framework of humanistic psychology founded by Bandler and Grinder in 1971, is regarded as one of the resources to enhance the effectiveness of language instruction (Millrood, 2004).

Despite the attention NLP devotes on the development of communication skills, limited number of studies have so far been conducted about the implications of NLP techniques and principles on ELT classroom applications. According to the NLP Research Database (http://www.nlp.de/cgi-bin/research/nlp-rdb.cgi), of the 314 research articles produced since the term NLP was first proposed by Bandler and Grinder in 1971, only 24 are based on its implications to education and teaching.

In brief, these figures make it evident that little research has directly investigated how foreign or second language teaching implementations interact with the strategies of NLP, and how NLP techniques might function to create higher

motivation to learn, lower learning anxiety for increased verbal participation in class activities.

Statement of the Problem

NLP, which has many elements from various learning theories, is a collection of techniques, patterns, and strategies for assisting effective communication, personal growth and change, and learning (Revell & Norman, 1997). Research on NLP revealed that Neuro-Linguistic Programming can be considered as an effective alternative aid to language teaching and learning (Antić, 2006; Millrood, 2004), despite several articles' having questioned its theoretical identity. Research literature on NLP falls into four major categories: Some (Harris, 2002; Roderique-Davies, 2009; Tosey & Mathison, 2003a; Tosey & Mathison, 2003b; Tosey & Mathison, 2008) focused on the definition of NLP along with the description of its origins and nature with an attempt to shed light on the controversy over the theoretical identity of NLP. Other researchers such as Daupert, 1986; DelaMora, 2008; Helm, 1991, 2009; Pagano, 2007; Skinner & Croft, 2009; Winch, 2005 studied various applications of NLP techniques and strategies which mainly aim at lowering affective filters. Moreover, there are some studies which focused on enhancing language learning and teaching skills through NLP. In particular, Brown, 2004; Childers Jr., 1985; Dorn,1983; Gburek, 2009; Hale, 1986; Hamilton, 2003; McCabe,1985; Millrood, 2004 conducted research on the effectiveness and usefulness of NLP in enhancing language learning and teaching skills. On the other hand, as NLP is not an education-specific field, research on NLP is not confined to language teaching and educational issues. Thus, there are a great number of research studies concerning the effect of NLP on other

fields, such as on business management, coaching, psychology. Of those studies Eckstein, 2004; Ferguson, 1987; Mathison & Tosey, 2007; Mathison, Tosey & Michelli, 2005; Turan & Stemberger, 2000; Walter & Bayat, 2003 worked on NLP applications in other fields, whose adaptation to language teaching may be useful. The fact that none of these research studies have explored the perceptions of NLP-trained language teachers about the role of NLP in ELT classrooms, the techniques and strategies that NLP-trained language teachers choose to use or not use in their classes, as well as the learning and teaching skills that are addressed through the use of NLP strategies points to the possible gap that needs to be filled by this study.

The major goal of the Department of Modern Languages (DML) at Hacettepe University is to provide skill-based courses such as listening, speaking, reading, and writing for the students whose major involves 60% -100% English. Additionally, students whose major involves no or less than 30% English are provided with general English courses. Informal conversations with instructors from the DML reveal that the majority of students have considerable difficulty in expressing their ideas in English fluently and accurately. What is more, they show reluctance in taking part in the whole-class or group discussions that form the core element of the courses offered by the DML. One of the causes of this reluctance can be high affective filters. These problems point to the necessity of change in the way English courses are delivered. This study examines whether NLP strategies might address these challenges.

Research Questions

The study aims to address the following research questions:

1.   What are the perceptions of NLP-trained language teachers about the role of
         NLP in ELT classrooms?

2.   What techniques and strategies do NLP-trained language teachers choose to
         use or not use in their classes? Why?

3.   What specific language skills are addressed by NLP-trained language
         teachers through the use of NLP strategies?

Significance of the Study

Some students show better performance in L2 and take more part in classroom activities, whilst others do not. When questioned why, factors emerge that are connected with classroom atmosphere (Tosey & Mathison, 2003b), the relevance of language tasks to students' language proficiency (Dörnyei & Kormos, 2000), students' affective filters, particularly concerned with their anxiety levels in language learning (Decker, 1995). All these influence students' eagerness to take part in L2 activities, or in a broader sense, learners' willingness to communicate in L2 (Kang, 2005). This study explores the NLP techniques and strategies that are seen as effective by NLP-trained language teaching practitioners. It further investigates the learning and teaching skills addressed through the use of NLP techniques and strategies. In this way, the study may address the gap in ELT research literature which is concerned with establishing a non-threatening classroom atmosphere and increasing students' motivation towards learning and lowering their affective filters.

This study hopes to contribute to the literature of ELT by suggesting potential ways of creating willingness to take part in class activities. The study may benefit language teachers by increasing their awareness of NLP strategies that may have a potential effect to solve the long-running problem of students' reluctance to take part in class activities in which students are required to express their feelings and ideas in L2. The findings of this study may be of particular relevance to the university administrators interested in achieving higher outcomes concerning Turkish students' L2 learning performance.

Conclusion

The current study aims to explore the role of NLP in ELT. The study attempts to achieve this goal by means of the analysis of the interview transcripts that reveal 12 NLP-trained language teaching practitioners' perceptions about the role of NLP in establishing a positive classroom atmosphere and in dealing with learners' affective filters. More specifically, the study explores the NLP techniques and strategies preferred to be used in classes by the NLP-trained interviewees, as well as the specific learning and teaching skills addressed by means of these strategies.

In this chapter the background of the study, statement of the problem, research questions and significance of the study have been discussed. The next chapter will present the relevant literature about the connection between NLP and language learning approaches. The third chapter will present the methodology and describe the participants, materials, data collection procedures and data analysis procedures of the study. The fourth chapter will describe the results of the data

analysis. In the final chapter, the findings, implications, limitations of the study and suggestions for further research will be discussed.

CHAPTER II - LITERATURE REVIEW

Introduction

The aim of this qualitative research study is to explore the role of NLP in ELT by gathering information about the perceptions of language teaching practitioners trained in NLP. In particular, the study, whose data collection procedure involved semi-structured interviews, seeks to identify the particular NLP strategies and techniques that are preferred by the NLP-trained language teaching practitioners. The second goal of this research study is to examine the reasons why some NLP techniques and strategies are seen as useful while others are not in teaching a foreign language. The final goal of the study is to determine the specific language skills that are addressed by NLP-trained language teaching practitioners through the use of NLP techniques and strategies.

In this chapter, first, the background and underlying principles proceeded by numerous definitions of NLP from various scholars' points of view are provided. Next, eight NLP strategies are explained briefly. Following that section is NLP research, which relates to educational issues. The subsequent section addresses the link between NLP and language learning approaches, as well as the potential contributions of NLP to language teaching. The final section of this chapter focuses on a detailed account of research findings which address ways to ensure a positive classroom environment, and to develop communicative competence and oral proficiency in L2. In particular, the studies that investigated WTC, anxiety, and motivation are discussed.

Neuro-Linguistic Programming (NLP)

The key notion NLP is based on is that neurological processes have a determining role for our conduct, and that there is both conscious and unconscious storage of experiences through our senses (Bovbjerg, 2007). However, it should be noted that our neurological processes take place below the threshold of our consciousness (Dilts, 1983). The change in our perceptions of the world makes it possible to transform the relationship between conscious and the subconscious storage of experiences, and this transformation can be made possible through language. Through language, effective communication can be established with the people whom we interact. To attain optimal functions in communication and obtain desired effects of those functions, acquisition of knowledge and control of one's language is claimed to be essential (Bovbjerg, 2007).

NLP, which "refers to a training philosophy and a set of training techniques" (Revell & Norman, 1999, p.125), is comprised of three major components: neurology, language and programming. The neurological system regulates how our bodies function, language determines how we interface and communicate with other people, and our programming determines the kinds of models we create of our world by training ourselves to think, speak, and act in positive ways so as to enhance our potential to achieve success (Dilts, 1999). In other words, NLP describes the fundamental dynamics between mind (neuro) and language (linguistic) and how their interplay affects our body and behavior (programming) (Richards & Rodgers, 2001).

The Background and Underlying Principles of NLP

The basic principles of NLP were developed by John Grinder (whose background was in linguistics) and Richard Bandler (whose background was in mathematics and Gestalt therapy) in the early 1970s for the purpose of making explicit models of communication excellence. NLP is a process which requires strategic thinking and an understanding of the mental and cognitive processes behind behavior. It also involves the development of behavioral competence and flexibility (Gburek, 2009).

NLP has been going in three different directions since its initial development. One school, led by Grinder and Robbins, the Klingon School, asserts the primacy of physiology and behavior. They argue that physiology and behaviours changes are the basis of all other change. A second school, founded by Cameron-Bandler and more recently led by Hall, asserts the primacy of internal states, emphasizing the crucial importance of changing your emotional state first. The third school, pioneered by Bandler and Dilts, focuses on the primacy of internal processes, further asserting that changing your strategies, sub-modalities, beliefs and identities is the key success factor in excellence in communication (Keeney, 1983).

Defining NLP

Defining Neuro-Linguistic Programming (NLP) has been a problematic and controversial issue. In part, this has been because the name, Neuro-Linguistic Programming, suggests a literal meaning which differs from how it is understood by its proponents. As Richards and Rodgers (2001) point out, "NLP literature does not refer to theory or research in neuro-linguistics, nor does it have anything to do

with linguistics, but '*linguistic*' refers to a theory of communication, one that tries to explain both verbal and non-verbal information processing"(p. 126).

NLP is defined as a collection of techniques, patterns, and strategies for assisting effective communication, personal growth and change, and learning (Revell & Norman, 1997). As argued, "NLP is based on a series of underlying assumptions about how the mind works, and how people act and interact" (Revell & Norman, 1997, p. 125). Considering this multiplicity of purposes that NLP techniques may serve, Baker and Rinvolucri (2005) describe NLP as "a complex set of beliefs, skills and behaviours that can help a person communicate more accurately, effectively and respectfully" (p. 4). In general terms, NLP is about how the brain can be activated in a productive way to consistently achieve the results that an individual wants (Revell & Norman, 1997).

However, these definitions of NLP are vague and broad, as they do not provide much guidance for how NLP may be applied to the needs of language learners. It is worth noting Jensen's and Revell and Norman's descriptions of NLP, as they are more concrete in terms of making explicit how language learners can be made receptive to learning. Their description of NLP as quoted in Logan is:

> NLP theorizes the stimulation of different quadrants of the brain through specific movements of the body. According to NLP, by incorporating these movements into class plans and increasing the brain activity of the student, s/he should be more receptive to learning. (Jensen; Revell & Norman as cited in Logan, 2005, p. 54)

A more explicit explanation of Neuro-Linguistic Programming is provided by Revell and Norman:

The *neuro* part of NLP is concerned with how we experience the world through our five senses and represent it in our minds through our neurological processes. The *linguistic* part of NLP is concerned with the way the language we use shapes, as well as reflects our experience of the world. It is important to note here that we use language--in thought as well as in speech--to represent the world. The *programming* part of NLP is concerned with training ourselves to think, speak, and act in new and positive ways in order to release our potential and reach those heights of achievement which we previously only dreamt of. (Revell & Norman, 1997, p. 14)

NLP is also defined sometimes with reference to a number of working principles called 'presuppositions' (Tosey, 2010). According to Dilts (2001), NLP presuppositions can be considered in two categories: Linguistic presuppositions and epistemological presuppositions, both of which are said to occur upon the acceptance of particular information or action for another specific statement to make sense. When the implications of these to language learning and teaching are considered, NLP presuppositions may guide people to identify their goals and attain high standards of interpersonal and intrapersonal effectiveness (Childers Jr., 1985). To give a specific example, of the NLP presuppositions, there is the principle called 'the law of requisite variety', which stipulates that varying the number of operations used is the primary step to consistently achieving one's goals, and this requires one to be flexible in order to successfully adapt to the existing

system that he or she lives in. The second principle pointed out is 'at some level, all behaviour is positively intended', which is explained by Dilts (1998) as; "any behavior, no matter how evil, crazy or bizarre it seems, is the best choice available to that person at that point in time", which means that "it was perceived as appropriate given the context in which it was established" (p.2). The third most common presupposition of NLP stated by Dilts (1998) is 'map is not the territory', which refers to the impossibility of knowing the reality, as individuals have their own neuro-linguistic map of reality, which determines how they behave, perceiving behaviours of the people around. The other NLP presupposition, which has a remarkable role in education, is 'there is no failure, there is only feedback'. Once this is internalised by learners of any subject, mistakes will be considered as the natural outcomes of learning.

Techniques, Strategies, and Models in NLP

There are a number of different strategies that are used by proponents of NLP. In this part, models, strategies, and techniques are defined and explained along with their implications to language teaching.

Modelling.

Modelling, the basic tenet of NLP, is the process of observing and mapping the successful behaviours and strengths of other people. Modelling requires careful observation strategies so as to notice what the person being modelled does, and try to imagine what it is like to be in their "skin" (Revell & Norman, 1999, p.107). In brief, modelling in NLP involves profiling behaviours, physiology, beliefs and values, internal states and strategies.

The Art of Perceiving People through VAKOG (Visual, Auditory,

Kinaesthetic, Olfactory, Gustatory) Systems.

As for the representational systems in NLP, we experience the world

through our five senses identified as VAKOG (Visual, Auditory, Kinaesthetic,

Olfactory, Gustatory). As Rosenberg (2008) puts it, "individuals process all

information through their five senses" (p. 1). According to Revell and Norman

(1999), for educational training, it is essential for teachers to find out about their

own as well as their students' preferred representational system, so that both parties

can make the most of their strengths. They go on to suggest that for effective

communication to take place between the learner and the teacher, it is sensible for

instructors to use various classroom activities to find out about the preferred

representational channel of their students, which will help establish rapport-the

establishment of trust, harmony, and cooperation in a classroom environment.

Meta-programs.

Meta-programs, which refer to non-conscious preferences for processing

information that affect behaviours, can be applied in any classroom setting for the

personalisation of learning. As Revell and Norman (1999) puts it, "Meta-programs

in NLP refer to non-conscious filters our brains habitually used to select relevant

information from our sensory experience" (p. 64). Revell and Norman (1999)

provide, among a variety of other NLP-based language teaching activities, an

activity called *know your meta-programs,* by means of which they underline the

fact that "once our brain finds a way of behaving that works, it tends to repeat it, so

that it becomes a habit, or a program. There are seven kinds of meta-programs

whose explanation has been provided in the NLP Encylopedia (Dilts & DeLozier, 2000c) as shown in Table 1.

Table 1

The Summary of Key Meta-Program Patterns.

1.	Approach to Problems	a.	Towards the Positive
		b.	Away from Negative
2.	Time Frame	a.	Short-term versus Long-term
		b.	Past-Present-Future
3.	Chunk-size	a.	Large chunks-Generalities
		b.	Small chunks- Details
4.	Locus of Control	a.	Internal or 'self' reference-Proactive
		b.	External or 'other' reference-Reactive
5.	Mode of Comparison	a.	Match (Similarities)- Consensus
		b.	Mismatch (Differences)-Confrontation
6.	Approach to Problem-solving	a.	Task (Achievement) 1.Choices-Goals 2.Procedures-Operations
		b.	Relationships (Power, Affiliation) 1.Self- my, me, I 2.Other- you, his, their
		c.	Context- we, the company, the market

7.	Thinking Style	a.	Vision	b. Action
		d.	Logic	d. Emotion

Pacing.

Pacing is another NLP strategy which is used to establish rapport by matching certain aspects of one's behaviour to those of the person being communicated with (Dilts & DeLozier, 2000d). Pacing is the process of giving a sort of feedback to the person with whom you are interacting, through your own behaviour that you have observed in that individual. This can be done by matching that person's breathing rate, language patterns, and gestures, to help establish rapport (Dilts & DeLozier, 2000d). In short, being able to establish rapport requires finding the points of overlap between different models of the world to create and maintain harmonious mutual understanding with the person being interacted.

Reframing.

In simple terms, reframing can be considered as a change in one's perception of reality (Gerber & Reiff, 1996) and is defined as a combination of decisions that are used to reinterpret the experience of learning disability in a positive manner so as to overcome the disability (Gerber & Reiff, 1996). More explicit definition has been provided by Bandler and Grinder (1982) in which reframing is defined as "changing a frame in which a person perceives events in order to change meaning" (p.2). This change in meaning paves the way to the change in the behavioral responses of the person's. In their article focusing on ways of reframing adult learning disabilities, Gerber and Reiff (1996) suggest that one's strengths should be identified in order to transform them to success

experiences, and at the same time awareness of one's weaknesses helps a person to make a conscious effort to mitigate them.

Metaphors.

Metaphors, which can simply be defined as "any word or phrase which links one idea with another…shape the way we think about the world, and therefore, the way we behave in relation to it" (Revell & Norman, 1999, p.72). Stories and analogies, examples of which are available in their book entitled *In Your Hands*, are considered as extended metaphors in language classrooms, and can enable students to make more sense of what they learn by means of a fruitful metaphor.

Anchoring.

Anchoring is the process of associating an internal response with some external trigger (similar to classical conditioning) so that the response may be quickly, and sometimes covertly, re-accessed (Brunner, 1993). Anchoring can be done in three ways; when specific hand gestures are used, it is called visual anchoring, and when specific words and voice tone is used, it is auditory and kinaesthetic when touching an arm or laying a hand on someone's shoulder. As Acton (1997) states, anchoring involves doing "something striking so that 'it' is remembered or forgotten". From an NLP standpoint it means first, ensuring concentration and then bringing together the right combination of modalities to 'set' the memory. Acton reminds teachers that anchoring can also be used in the summary or concluding phase of their lessons. Anchoring may be in the form of "giving the learner vivid and memorable context to take home ", such as a phrase that contains the new sound while teaching pronunciation (Acton, ibid, p. 3).

Visualisation.

Visualisation is one of the core strategies used by NLP for planning and 'programming' changes in behavior. It is the backbone of many NLP techniques such as the New Behavior Generator, the Swish Pattern, Future Pacing, the Visual Squash, VAK Dissociation, and the Disney Imagineering Strategy, all of which make extensive use of the processes involved in visualisation. Within the perspectives of NLP, visualisation is a conscious transformation, as well as a deliberate activation of the visual representational system, and it is actualized by using memories, fantasy or a combination of both (Dilts & DeLozier, 2000f).

<div align="center">

NLP Research

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NLP is as a collection of techniques, patterns, and strategies for assisting effective communication, personal growth and change, and learning. NLP is based on some underlying assumptions about how the mind works and how people act and interact (Revell & Norman, 1997). In general, the literature on NLP falls into four major categories:

Controversy over the Theoretical Identity of NLP

A number of studies explored and questioned the theoretical identity of NLP. There are a number of reasons behind the dichotomy of opinion that is present about the utility of NLP as a methodological approach (Harris, 2002). Harris draws attention to the contradiction about the theoretical identity of NLP by saying:

> Despite the fact that notions in the wider context of ELT are considered along some of the basic discourse features and principles which characterise NLP, it has still not been accepted as a mainstream methodological option,

because it is presented in a way that does not conform to either the explicit

or implicit rules of academia in the field of applied linguistics. (p. 3)

There also exist explorative studies on the relationships between NLP and

established learning theory (Craft, 2001). Drawing a distinction between models,

strategies and theories, in addition to making evaluative comments on NLP, both in

terms of its internal consistency, and in relation to established learning theories,

Craft raises criticisms as to how far modelling, or copying an expert's behaviour

can help a learner to become proficient in acquiring learning strategies. She also

questions the lack of attention within the theory given to the domain of application.

Craft points out the dissonance between the claim that NLP caters to individuality

in learning, and that learning is best done experientially. Craft raises suspicions

over a specific aspect of the theory, named the 'logical levels' by Dilts (1990),

questioning whether learners are really as predictable and as subject to cause/effect

as this theory would suggest. Finally, the epistemological basis of NLP is

questioned. Craft argues that, though NLP has begun to make an impact in

education, it remains a set of strategies rather than a theory or a model. Craft

suggests urgent action by saying "these internal inconsistencies need to be

addressed if it is to have a place among the dominant learning theories of our age"

(p.125).

As a response to Craft's criticisms on NLP, Tosey and Mathison (2003b),

describe the origins and nature of NLP, and explore its theoretical identity, as well

as developing a strong argument about its relevance to the theory and practice of

education. They argue that NLP has gained popularity as a method for

communication and personal development due to the eclectic nature of its basic

principles (Tosey & Mathison, 2003a).This is mainly because NLP offers potential for systematic and detailed understanding of people's subjective experience, by drawing on models and strategies from a wide range of academic disciplines.

There are some other scholars who question the theoretical identity of NLP, and some even call it as a cargo cult psychology. Roderique-Davies is an example of those scholars. In his article, Roderique-Davies (2009) defined NLP as a popular form of inter-personal skill and communication training originated in the 1970s, and he accepted that the techniques of NLP specify the ways in which individuals process the world around them. Nevertheless, he concludes by making the point that after three decades, there is still no credible theoretical basis for NLP, as researchers have failed to establish any evidence for its efficacy that is not anecdotal. Roderique-Davies' claims were refuted by Tosey (2010) who contends that NLP should be regarded as a practice that developed by working across traditional academic disciplines, thereby its practices comprise an eclecticism of all those disciplines which have been proved scientifically. This eclectic nature, asserted by Tosey, is what ensures the efficacy of NLP.

Studies Focusing on Lowering Affective Filters through NLP Strategies

Several studies have looked at the implementation of various NLP techniques aiming to lower affective filters whose role in language learning or acquisition processes has been highlighted by Krashen (1985).

Winch, in the paper he presented at the 18th Annual EA Education Conference in 2005, pointed out students' frustration of being unable to express themselves, "and more specifically, their true, deep and complex thought" (p. 1). He notes that the criteria for measuring non-native speakers' ability to express

themselves should not be of their success in fulfilling various forms of academic assessment, but rather "of the depth and subtleties of their true thoughts and feelings"(p. 2) that is reflected in their own language. Winch goes on to assert that NLP may offer a solution with the notion of preferred representational systems. He claims that understanding how people process and store information is essential if language teachers attempt to focus on the issue of expressing oneself with satisfaction.

Helm (2009) explored the manner in which the processing and storage of new information occurs and how NLP strategies may facilitate these processes. In his study, he examines the background information and numerous applications of NLP, such as modalities of eye movement, the use of predicates, and posturing, as they can be employed to improve English instruction. He draws attention to the fact that English instructors are teaching the components of English, but not how to learn them effectively. Teachers fail to teach how to comprehend what is taught despite using a variety of instructional techniques. Helm asserts that NLP, dealing with the interconnectedness of the brain and the behavioral patterns, is an alternative tool of language teaching. He gives a concise account of how learning takes place in the brain:

> Basic theory states that each time the section of the brain referred to as the hypothalamus (located in the basal ganglia, third ventricle) experiences stimuli, it transports the nerve signals to differing sections of the brain and thinking occurs. The brain then thinks in terms of sensory experiences of pictures, feelings, sounds, smells, and tastes. The electro-chemical reactions and electrical discharges occur in the brain when information is stored;

thinking occurs while receiving stimuli causing automatic responses-physiological and muscular reactions-unconscious communication. (Helm as cited in Helm, 1991, pp. 254-255)

According to Helm (2009), to improve language teaching instruction, practitioners can be trained to make use of eye accession cues, position anchors, as well as metaphors, all of which contribute to activating the brain by means of greater variety of sensory input, which results in more active thinking patterns.

A considerable number of research studies has focused on some effective ways of handling problematic situations, such as reticent and disruptive attitudes of learners, or students who do not really know why they are learning a language. While Pagano (2007) studied the SCORE model of NLP with teenagers, DelaMora (2008) studied the effects of NLP on other affective factors influencing high school students, and Gburek (2009) focused on the importance of goal setting in an attempt to come up with solutions to reticence and disruptive attitudes of students.

In her article, Pagano (2007) presented some of her ideas on NLP to enhance teenage students' inner motivation towards school and to find other ways of behaving in the classroom. She used an NLP-integrated activity with a group of 4 students in four class hours, but claimed that it could be easily adapted to the whole class. The NLP strategy used in the class activity was the S.C.O.R.E. (Symptoms, Causes, Outcomes, Resources, and Effects) integration format, which is designed to address conflicts arising in a relationship, and to achieve future goals by first identifying, then overcoming past interferences or resistance. In this researcher's class, the original symptoms were that students didn't take part in classroom tasks, there were clear instances of disruptive or violent behaviour, and

students had bad marks. By getting to the root of the problem and defining it, Pagano used the process envisaged by the SCORE model in NLP to treat the symptoms in question, which brought about positive outcomes.

DelaMora (2008), in his dissertation, sought to identify the effects of NLP on anxiety, self-esteem, and second language acquisition of high school students in English for Literacy Development classes. The analysis of data, comprising student inventories and open-ended questionnaires, revealed that the mean score gains for pre- and post-inventories for the both the control and experimental groups on the three variables were positive. In the case of language anxiety, statistics showed that the level of anxiety in both group of student participants decreased numerically. He emphasized that L2 learning is a complex cognitive task, requiring a great deal of self-esteem. T-tests in the statistical analysis in this study indicated that (in the experimental group) students' self-esteem increased significantly, while the self-esteem in the control group did not. Furthermore, the results of the language proficiency test and essay scores revealed while the two groups did not begin with a similar proficiency level, both groups significantly improved at the end of the treatment period. Finally, the analysis of the qualitative data, involving open-ended perception questionnaire and the reflection paper given to student participants from the experimental group, revealed that students' perceptions on the role of NLP was that it reduced their anxiety, increased their self-esteem, and improved their language proficiency.

Gburek (2009) studied the impact and results of barriers, particularly of their origins in an applicative and psychological approach, on the process of learning and communicating in foreign languages. The analysis of the survey

conducted among his students and teachers indicated the necessity of changes in the way classes were delivered, lessening the element of stress and increasing cooperation in classroom environment. Then, NLP techniques were applied while teaching their students how to select proper constructive words to describe their process of learning, achieve their goals, take care of the ecology of their goals, improve communication skills, trust their own remote control, learn to relax, use metaphors and affirmations in order to solve the problem and take responsibility for their progress in learning a foreign language. As a result of this implementation of NLP in goal setting and learner autonomy, learners' motivation increased. The conclusions of the study pointed out specific suggestions for the implementation of NLP techniques in class.

Churches and Terry (as cited in Kudliskis & Burden, 2009) have drawn together the key premises of NLP and explained how these concepts can be applied in classroom settings. Those key concepts put forth by Churches and Terry were later put into action by Kudliskis and Burden (2009) to explore whether NLP can help enhance exam success by means of a series of steps implemented in an atmosphere of positive teacher-learner relationship. The study was based upon Tosey and Mathison's (2008) ideas of a cybernetic loop in which learning is a dynamic process by which meaning is created by reciprocal feedback and not simply the transmission of information from one individual to another.

In their qualitative study, Kudliskis and Burden (2009) used a semi-structured interview schedule designed to investigate five areas associated with beliefs. They focused, in particular, on negative beliefs in relation to (learning) performance. They explored the perceptions of thirty-six rural Community College

students about the value of clearly defined goals; the importance of the psychological interaction of the reticular activating system (RAS); the preference to operate within a comfort zone; the implementation and perceived values of 'Techniques of Change' such as affirmation, visualisation and anchors. The students were asked to identify their favourite NLP techniques and express why and how these helped them enhance exam success. Kudliskis and Burden concluded that NLP can act as a helpful stimulus for communication between teachers and learners about the learning process. The perceptions of students revealed that clearly defined goals are valuable, and that low self-esteem and negative expectations in relation to learning are correlated.Other scholars have focused on ways of reducing test anxiety through NLP strategies. Daupert (1986) aimed to test an intervention based on the concepts from NLP in this study by guiding the subjects through a pre-planned sequence of imagined scenes. He elicited 155 students' cognitive resources and organized them in a way that would counteract the debilitating effects of test anxiety. The students were initially given The Test Anxiety Scale and Creative Imagination Scale, which allowed for grouping of subjects based on high- versus low-imagery ability. Both before and after the intervention, the subjects in the experimental and control group were given measures of worry, or emotionality and reading performance, and asked to predict their own performance. The analysis of data revealed there is a relationship between the effects of treatment and imagery, and treatment, imagery, anxiety. These effects were found to be related with the differences on the worry and prediction measures.

The process of writing a thesis can also be considered as a source of worry, anxiety, and the product is also subjected to grading and marking. Skinner and Croft (2009) explored the relationship between NLP and on-going motivation of students throughout their undergraduate process of writing theses. The study focused on the NLP framework for goal setting, time management and motivation. The analysis of data which comprised student responses to surveys and interviews showed that the use of NLP strategies improved the self efficacy of students who were carrying out their undergraduate dissertation.

Enhancing Language Learning and Teaching Skills through NLP

As indicated in the earlier section of this chapter, there has been a controversy over the theoretical identity of NLP. While some circles claim that NLP is an alternative approach to language teaching (Richards & Rodgers, 2001), some others contend that NLP should not be considered an approach to teaching languages (Antić, 2006). Given this controversy, group of studies have examined the role and effectiveness of NLP in enhancing language learning and teaching skills.

Contrary to Antić who claimed that NLP does not contain a set of techniques for teaching a language at the levels of an approach, Millrood (2004) defined NLP as an approach to teaching that helps achieve excellence in learner performance. Millrood's (2004) article outlines information about workshops with teachers where classroom simulations were used to raise teachers' awareness of the role that NLP can play in teachers' verbal interaction with their students. As a result of these workshops, it was made clear that learners' success or failure is highly dependent on teacher-student interaction whose extent is determined by

teachers' classroom discourse. For instance, in a class where there is a majority of visual and kinaesthetic learners, teachers are advised to make repetitive use of some words such as see, watch, do, experience, feel, sense, visualize. In this sense, it can be concluded that the VAKOG technique in NLP can guide teachers to pay attention to their classroom discourse, so as to address ways by which learners unconsciously choose to receive the language input that the teachers provide in class.

Other research studies have looked at how teachers can identify the primary representational systems that their students have (Čupāne, 2004; Dorn, 1983; Rosenberg, 2008; Tosey, 2006). In his article, Čupāne (2004) analyzes the basic principles, presuppositions, and techniques of NLP that may help enhance the acquisition of English as a foreign language in Latvia. The results of students' perceptions, obtained by means of opinion polls, reveal that the NLP techniques implemented enhanced students' motivation and success. Čupāne concludes by making some suggestions to language teachers. He recommends, for instance, that teachers' task should be to identify their students' preferred representational systems to make sure the language input they receive in class is more memorable to them. He also highlights the importance of choosing the right coursebook that addresses the needs of learners with various learning styles.

A number of other studies explored the identification and use of students' primary representational systems. According to NLP theory, representational systems, which refer to the way people express thinking and the internal way people re-present the external environment, are revealed in several ways, such as eye movements, the language patterns used, and behavioural clues (Rosenberg,

1986). In her article, Rosenberg focused on the practical applications of NLP in the classroom, and she highlighted the importance of identifying the representational systems that students have, so that the lesson is delivered by addressing the needs of all. In an earlier article, McCabe (1985) describes the role of NLP in enhancing classroom communication contending that students' preference of receiving input (visual, auditory, or kinaesthetic) is revealed through the sentences they utter. In other words, the way a student codes and symbolizes information in the complex storage system of the brain is represented through his/her speech. There are some scholars, Dorn (1983), who conducted research studies to find more concrete ways of identifying representational systems. In Dorn's 1983 study, 120 undergraduate students were presented with three methods, namely interviews, word lists, and self reports, to attempt to identify their primary representational systems (PRS). However, the results revealed that none of those methods were efficient in identifying PRS accurately. Despite the negative results obtained, this study has important implications for forthcoming studies, in that it highlights the necessity of identifying students' PRS, similar to learning styles that students have.

The research, based on the numerous elements of NLP that can be used in language teaching, particularly in the enhancement of second language learning and acquisition, is not limited to studies based on representational systems. There are studies which have attempted to identify other contribution to teaching, particularly in terms of helping learners develop spelling skills (Hamilton, 2003), writing skills (Tosey, 2008), setting future goals (Tosey, 2006), utilizing effective learning strategies, as well as helping teachers establish rapport and effective communication (Childers Jr., 1985) with learners.

Hamilton, with the aim of helping students improve their spelling by using the NLP spelling strategy, reports on the spelling project she carried out with a group of Emirati male students at the college where she worked. Hamilton suggests that teachers should first find out their students' preferred learning styles, which can be done by asking them to spell words and observing their eye movements; or by using learning style questionnaires to focus on their behaviour and preferences. She asserts that in order to increase the effectiveness of teaching, determining students' dominant learning styles and addressing these preferences are of utmost importance. She built on the work carried out by Logan et al. (as cited in Hamilton, 2003), which showed that people who are good at spelling make use of three main spelling strategies that combine the three main sensory channels: visual, auditory, and kinaesthetic. Taking the principle of modelling in NLP as a basis, she found two additional factors in promoting the visual perception of word form that good spellers have. These factors are good handwriting and good proofreading skills, which are suggested to be worked on and practised in class.

NLP is not limited to learning excellent communication (Donnell, n.d.); rather, it can be considered as a methodology known as Modelling. In his study, Tosey (2008) aimed to explore whether or not NLP modelling works in essay writing. NLP modelling, as described by Tosey (2008), aims to enable students to learn better by identifying and replicating the internal processing strategies that are used by a person who successfully masters spelling, negotiating, pronouncing correctly. The particular approach in Tosey's study was inspired from Dilts' (1983) 'analytic modelling' and Lawley and Tompkins' (as cited in Tosey, 2008) 'symbolic modelling'. A total of eighty participants, post-graduate students at the

University of Surrey, were involved in the research study. The students who consistently received the highest score in essay writing classes were chosen as the 'examplers'. The data were collected through semi-structured interviews with the participants in both categories; the modellers and the ones who were modelled. Tosey offered a seven-step modelling framework for essay writing. This framework involved a multi-dimensional insight into process writing, and it emphasized affective and imaginal dimensions of essay-writing. The results of interviews, which were conducted after the implementation of the suggested framework, reveal that the framework was effective in developing students' essay writing skills. Tosey (2008) concludes that the teacher should play the role of a facilitator in the implementation process of the framework that he offered.

Facilitation means "easing", or helping learners to get in touch with their internal capacities to learn and make sense of their experiences (Gregory as cited in Tosey, 2006). Thus, educators' role, as a facilitator, is to pay special attention to helping learners explore and identify their self worth, which means that students are empowered to take an active step to achieve their learning goals (Tosey, 2006). According to Tosey, facilitation aims to foster a spirit of critical reflection in learners, so he proposes a simplified method of facilitation, which he calls 'Epic Model'. This model involves four steps, such as the environment for enquiry, presence, and attention, intervening thoughtfully, and checking progress. Those steps are intended to guide the learner to consider their capabilities, or strengths better, as well as to identify their weaknesses so as to find ways of overcoming them by making use of the opportunities available in the learning environment they are in. Moreover, Tosey's epic model aims to suggest that teachers, as facilitators

of the learning process, should address individual learner's emotional, cognitive, and linguistic needs, and take learners' thinking systems, or representational systems into consideration.

Childers Jr (1985) worked on ways of enhancing teacher-student communications. In Childers Jr's study the dimensions of an NLP-based model that have applications for classroom teaching is discussed. The model in question was designed to enhance the understanding of how personal experiences, such as decision-making, creativity, learning, and motivation are organized. The designed model originated from the two principles which form the basic tenets of NLP: "(1) that each individual develops a model of the world based on sensory information received through the senses, and that (2) how a person presents his/her communication will greatly affect how it is perceived by another person" (p. 37). The findings of her study showed that effective use of NLP increases teachers' interpersonal skills and their ability to recognize students' representational preferences.

NLP is not limited to learning excellent communication (Donnell, n.d.); rather, it can be considered as a methodology known as Modelling. Claiming that any successful behaviour in any area can be modelled, Donnell (n.d.) explores the benefits of utilizing the NLP meta-model in educational settings to help students learn how to learn. To be more explicit, Donnell set out to identify the reasons why some students, despite being motivated to learn, do not learn as much as they are required to. To explore the reasons for such failures, meta-model questions were used, because it was hypothesized that such question-types help discover the deep structure of the learning experience. In Donnell's study, semi-structured interviews

were conducted with fifteen participants (students). Given the fact that people, when asked to talk about their experiences or feelings, may tend to make some deletions, distortions, and generalisations, it was hypothesized that NLP meta-model questioning techniques may have a potential effect to unearth the unconsciously deleted or distorted elements of students' learning experience. The results of Donnell's study reveal that the meta-model questioning technique works efficiently by challenging the speaker to think about their learning process in a detailed manner, so as to see for themselves what works and what does not.

The effect of NLP techniques on both the trainees' learning and on their teaching practice has been explored by Jones (n.d.). How NLP techniques can be put into practice by professional educators has been portrayed in Jones' study. By incorporating some of the techniques and strategies of NLP into her teaching, Jones studied their effect on the learning and teaching practice of a small group of students in a Certificate in Further Education Teaching course. The results of the data analysis revealed that using NLP to support teaching practitioners in a teacher training course was helpful in raising their awareness of their role as a facilitator, as well as in providing them with useful techniques to deliver in their own classrooms.

Brown, in his qualitative study (2004), explored the relevance of meta-programs to students' perceptions of teaching quality. He suggested that a teacher's meta-programs, which refer to a model of personality preferences from the discipline of NLP, influence the approaches adopted in their teaching, and these styles suit students with matching meta-program references.

NLP Applications in Other Fields with Possible Implications to the Field of ELT

Several studies on NLP applications in fields other than education have been conducted. They may have particular relevance for language learning and teaching. A number of studies, originating from psychotherapy in terms of the techniques they use, investigated NLP phobia cures to find out whether they were effective in overcoming public anxiety. One of those studies was conducted by Hale (1986) who explored the effects of NLP phobia treatment methods on overcoming the public speaking anxiety of psychology students. The study concluded, however, that limited treatment with NLP does not have a significant effect on speech anxiety and performance. A second study was by was by Ferguson (1987) who came up with similar conclusions in his study, which aimed to investigate whether two NLP phobia cures were effective in reducing public speaking anxiety. In a third study, Eckstein explored whether a NLP reframing technique helps turn a perceived inability into an asset. In his study conducted in 2004, Eckstein presented specific reframing techniques such as Senoi dreamwork, NLP cognitive restructuring, Adlerian Psychology technique meant to turn a perceived negative into a positive.He concluded that NLP reframing technique can help teachers to support students with low self efficacy concerning their L2 learning ability.

Whether the impact of matching another person's representational language enhances perceived empathy was explored by Turan and Stemberger (2000), who used a Turkish setting. In the study, an interviewer used languag with matched the language of 10-20 participants (aged 15-40 years old). With the other half of the

participants, she used mismatched language. A screen was placed between the interviewer and the participant with the purpose of eliminating the effect of visual cues on perceived empathy, which was assessed by Emphatic Understanding Subscale of the Barrett-Lennard Relationship Inventory. The interviewer was rated as significantly more emphatic by the participants whose language was matched compared to the rating of other participants who were mismatched. The conclusions of Turan and Stemberger's study reveal that matching representational language in educational settings is related to perceived empathy. Furthermore, the relationship between matching and empathy remained significant when the educational setting is controlled.

Some key concepts of NLP that aid in success were discussed by Walter and Bayat (2003) who listed five steps in goal setting; such as the necessity to be positive, detailed, realistic, and setting the criteria for success, as well as being prepared to make personal sacrifices. According to Walter and Bayat, proper processing of information and enhancement of the opportunities of a successful outcome is important, and this needs to be framed in the brain, which can be actualized by Modelling in NLP. By means of NLP Modelling strategy, the basis for efficient goal setting, behavioural patterns necessary for success can be framed. Walter and Bayat (2003) summarize these principles behind the strategies used as follows:

> It is possible to model any human behaviour if the person can master 3 aspects that make up the behaviour: beliefs, physiology, and specific thought processes (strategies). Success is more likely if the person defines clearly what is wanted and takes the appropriate action to bring about the

desired goal. The plan made at the beginning will need to be monitored and

modified as necessary, maintaining flexibility and using all available

resources (p. 83).

It is also noted in the study that these tips have clear implications to training and

career progression. To sum up, the tips concerning goal setting and Modelling may

be of great use in the field of ELT.

Other researchers have worked on success at work by making use of NLP as

a methodology for inquiring into subjective experience. Tosey, Mathison and

Michelli (2005) inquired into subjective experience by outlining issues in the

theory of transformative learning. They used a longitudinal case study design in

which a manager reflected on experiences of organizational change. The treatment

included the application of the NLP strategy of mapping transformative learning.

The themes resulting from the analysis of these researchers' data comprise the

following three main categories, which are applicable to language teaching

processes. These categories, indicated by the researchers, are (1) the emergent

understanding of the learner; (2) the characteristics of the person's belief systems

and primary representational preferences; and (3) the characteristics of the

interpersonal process between learner and facilitator, whose importance has been

highlighted in Childers Jr's (1985) and McCabe's (1985) studies as well.

The Link between NLP and Learning Approaches

Revell and Norman (1997) emphasize that NLP, is a collection of

techniques, patterns, and strategies for assisting effective communication, personal

growth and change, and learning. Thus, the use of NLP in the classroom is

complex, as its use involves multiple strands and aspects such as accelerated

learning, the use of sensory systems, language, difference in the learning styles of students and "brain-based activities" (Fletcher as cited in Milrood, 2004).

NLP has several commonalities, as well as differences with some learning theories. The first two theories of learning that NLP has some similarities and differences with are the behavioristic theories, such as Pavlov's Stimulus Response Learning (SRL) and Thorndike's Operant Conditioning. Pavlov (as cited in Peel, 2005), whose work on classical conditioning or the linking of a stimulus to elicit a specific behavioural response provided the foundation for modern developmental psychology. He proved that animals could be conditioned. Then, Watson (as cited in Peel, 2005) and Skinner (as cited in Peel, 2005) applied Pavlov's principles to human behaviour. The behaviourist view of learning was expanded upon by Thorndike (as cited in Peel, 2005). Drawing upon a systematic learning theory that involves the consequences of behavior, Thorndike argued that the consequences of past behaviour have an effect on future behaviour, and that recognising and strengthening the stimulus-response connection is the essence of learning. Unlike the case in Skinner's Operant Conditioning, which stipulates that reinforcement is a prerequisite for any information to be learned and remembered (Skinner, 2010), in NLP, reinforcement is not considered as a prerequisite for the establishment of anchors (Bachmann as cited in Lehner,2000). Although there are some differences to Pavlov's SRL and Thorndike's behavioristic theories, anchoring in NLP can be described as a consciously induced stimulus-response conditioning. According to Rosenberg (2008),"a stimulus which is linked to and triggers a physiological state is called anchor in NLP" (p. 35). For example, a picture that is recalled from a past experience may become an anchor for a particular internal feeling or a voice tone

may trigger a state of excitement or confidence as an anchor (Dilts, 1999). Basically, anchors can be arranged in such a way that they appeal to visual, auditory, kinaesthetic, olfactory or gustatory modalities. Dilts explains anchors in the following way:

> Just like anchors of a ship attached by the crew in order to hold the ship stable in a certain area, preventing it from sailing away, *anchors in NLP* serve as reference points which help learners to find a particular location on the experiential *sea* and to hold the attention there and keep it from drifting. (Dilts, 1999, p. 43)

However, behaviouristic theories of learning, such as Watson's Classical Conditioning and Thorndike and Skinner's Operant Conditioning, have attracted considerable criticisms. This is mainly because, in behavioristic theories, behaviour is reduced to the level of a correlation between an external stimulus and an internal response. Contrary to the behaviourists' views, in NLP associative conditioning has been expanded to include links between other aspects of experience rather than only environment cues and behavioural responses (Dilts, 1999). As Dilts puts it, the psychological mood of the language learner plays an important role to make learning more memorable by establishing an anchor; thus, a good teacher should know when to send a message and when not. It should also be noted that timing is a very important aspect in setting effective anchors (Dilts, 1999).

NLP also has some common grounds with Piaget's constructivist approach to learning as well as with Vygotsky's socio-cultural approach. These two scholars' approaches to learning can be regarded as a critical response to behavioristic theories of learning. Of the researchers who criticize behaviouristic theories of

learning, were Fosnot (1996), Myers (1988), Piaget (1926) and Vygotsky (1962), who claimed that behaviour should not be reduced to the level of a mere correlation between an external stimulus and an internal response. For example, Myers (as cited in Peel, 2005) points out that internal processes such as perception and learning from reflection have a major part to play in facilitating learning. Other criticisms against behaviourism were by Piaget (as cited in Peel, 2005) who put forth the constructivist approach to learning and by Vygotsky who offered a socio-cultural perspective towards learning. Known as constructivism, Vygotsky's (as cited in Peel, 2005) work, regards the learner in active control of their learning, by trying to solve authentic problems in a real world environment. According to Vygotsky, learning is affected by the interaction between individuals and their environments. As mentioned earlier, NLP, presented as a modern and holistic concept, has some features in common with the theory of constructivism that focuses on learning as a search for meaning, and requires understanding the whole as well as parts (Korthagen, 2004). Likewise, NLP's meta-programme of "chunking-up means to gain a general overview of a certain topic, and chunking-down means looking for details and understanding parts of the whole" (Dilts & DeLozier, 2000b). Furthermore, the assumption that the mind filters input from the world and creates its own unique reality is common to both constructivism and NLP.

NLP has some common elements with the principles of Bandura's Social Learning Theory. Bandura (as cited in Peel, 2005) is a proponent of behaviour modelling and other behavioural techniques. He developed the 'social learning' theory, which attempts to integrate behavioural and cognitive psychology

principles. His theory views learning as a continuous, dynamic and reciprocal interaction between individuals, which in turn affects their values and behaviour. In the work of Bandura (1977), techniques such as goal setting and self-reinforcement are used to help people acquire the characteristics of a competent role model. Similarly, NLP has its roots in cognitive-behavioural approach to human psychology and draws on a range of methods (Peel, 2005). NLP has many dimensions including modelling to modify behaviour, visualisation to alter mental states and behavioural anchoring technique that employs both stimulus and reinforcement. To be more specific about the similarity between Bandura's principles of learning and NLP, in Bandura's observational learning learners imitate the behaviour of a certain model, and in the retention process described in Bandura's theory, the observer codes or structures the information in an easily remembered form. This interaction between mental maps and behavioural performance is known as the "Bandura Curve" (Bandura, as cited in http://nlpuniversitypress.com/html/B17.html). Likewise, modelling in NLP splits certain behaviour into small processes that can be explained and taught.

There are also similarities between the rationale behind the Information-Processing Approach to learning (IPA) and NLP. The Information-Processing Approach describes the flow of information through the brain that starts with a sensory register triggered upon receiving information from the environment. IPA refers to the way in which information enters the sensory register, and stored in memory for later retrieval to be used in solving problems (Sigelman & Rider as cited in De Jager, 2008). There is the need for any information, which requires longer retention, to be transferred into long-term memory (Sigelman & Rider as

cited in De Jager, 2008). As a means to aid this transfer to take place, Tosey and Mathison (2003b) points out that teaching should not be regarded as merely transmission of information, but rather aid the creation of beliefs about the nature of the activity which people are engaged in. Thus, Tosey and Mathison draw attention to the role that teaching may have in terms of carrying messages, whereby more than one level of abstraction is addressed. They also assert that NLP techniques and strategies aid changes in factors such as the abstractions that people have built which form their beliefs about learning, their vision of their own future, their constructions about their identities as learners, all of which are linked to the images, sounds, bodily sensations, tastes and smells that have a crucial role in human information processing.

NLP's strategy for perceiving people--VAK--also addresses several learning theories, especially the theory of multiple intelligences. To be more explicit, Revell and Norman (1999) indicate that VAK in NLP relates to Gardner's theory of Multiple Intelligences, according to which intelligence is not just a question of linguistic or logical/mathematical aptitude, which forms the basis of most IQ tests and much classroom practice. People can be intelligent in many different ways. Gardner (1993) suggested six other intelligences which educators need to be engaged in if they are to get their message across to visual spatial, musical, interpersonal, intrapersonal, naturalist, and bodily-kinesthetic learners.

According to the developers of NLP, each learner takes in and accesses information in a particular way (Bandler & Grinder, 1975). Learners process and make sense out of information differently depending on the sensory modality through which they receive it (Bandler & Grinder, 1975). To Bandler and Grinder,

individual's perceptions are based on their preferred sensory modality, visual (V), auditory (A) or kinaesthetic (K). The effectiveness of a learner's thinking, therefore, depends on the representation (VAK) that was created in the brain, which in turn, depends on the acuity of the learner's senses.

As for the link between whole brain learning (WBL) and NLP, WBL refers to the optimal learning state, which takes place "when your skills, attention, environment and will are all matched up with the task" (Jensen as cited in De Jager, 2008). Dennison (as cited in De Jager, 2008) describes whole brain learning as a state in which information is processed with both brain hemispheres. It is indicated that the left hemisphere of the brain is responsible for logical, analytical, linguistic functions, while the right hemisphere organises intuitive, imaginative, emotional, musical, poetic, and artistic functions (De Jager, 2008). According to the NLP principles relating to language teaching, addressing the individuals' particular brain functions through their preferred representational system is of crucial importance. In addition, making these modalities conscious to the individual during the process of providing language input is essential. This entails the stimulation of the whole brain which later has its effects on learners' behaviours, emotions, as well as their language output (Bandler & Grinder, 1982).

The Potential Contribution of NLP to Language Teaching

It is argued that NLP enhances performance, and thus, help teachers and learners to meet learning needs and improve learning outcomes. More specifically, NLP empowers students to overcome language learning anxiety and other related difficulties (Kudliskis & Burden, 2009). They proposed a cyclical 8-stage model for the application of NLP, which is considered to offer effective learning

outcomes. The findings of their study suggest that NLP empowers teachers to 'tap into' students' learning needs, and helps address their personal concerns and beliefs about their ability to learn. In brief, NLP can be seen as a vehicle that can aid learning. This contribution of NLP had been highlighted by other scholars, such as Grinder and Bandler (1982) and O'Connor and Seymour (2003), who claimed that NLP makes it possible to enhance learning and personal performance by drawing upon techniques of affirmation, visualisation and anchoring (Bandler & Grinder, 1975; Dilts, 1990). They defined affirmation as the setting possible and achievable goals to keep the mind focused. Visualisation, on the other hand, refers to the generation of powerful performances that are linked to a specific goal. Furthermore, anchoring relates to any internal or external stimulus that functions as a trigger.

NLP is regarded, by some scholars like Richards and Rodgers (2001), as an alternative approach to language teaching, whereby excellence in the performance of learners through enhancing teacher-learner congruence can be achieved (Millrood, 2004). Research by Childers Jr. suggests that NLP can effectively increase teacher interpersonal skills and their ability to identify and access students' representational preferences (Childers Jr., 1985). Churches and Terry (2007, cited in Kudliskis & Burden, 2009) have drawn together some key tenets of NLP and explained how these principles can be implemented in classroom settings. More recently, Tosey (2008) has described the teacher–learner relationship, and he argues that learning is a dynamic process by which meaning is created by reciprocal feedback; and thus it is not simply the transmission of information from one individual to another.

Of the scholars who consider NLP as a fundamental aid to language teaching is Millrood (2004), who regards NLP as one of the resources to enhance the effectiveness of language instruction. In addition to Millrood's views, Thornbury (2001) states that NLP helps teachers and students achieve excellence of performance in language teaching and learning, improve classroom communication, optimize learner attitudes and motivation, raise self-esteem, facilitate personal growth in students, and even change their attitude to life. According to Millrood (2004) NLP has an important role to play in teachers' classroom discourse by means of which the learners' cognitive-emotional domain (the 'neuro' component) is addressed through verbal interaction with the learner (the 'linguistic' component). Millrood also claims that classroom procedures develop smoothly and naturally with teacher establishing ultimate communication and rapport with learners. Thus, the improvement of teacher-student communication is essential.

Dilts' Pyramid of Pedagogical Learning and Teaching Levels: The Essential Constituents of NLP that Serve Language Teaching

In search for the best method in language teaching, teachers and researchers have benefited from a number of disciplines, such as linguistics, neurolinguistics, psychology, sociology, and education (Yorio, 1981). According to Yorio, the prerequisite of finding the best method to teach a language requires finding out about how students learn and what they want to learn. Research to date has revealed that not all language learners learn in the same way, and this variability may be caused by some cognitive, social and linguistic factors. Findings of

countless research studies on education, psychology and the neurosciences have shed light on how we learn (Yorio, 1981).

Robert Dilts, a developer, author, trainer and consultant in the field of NLP, has developed the learning pyramid in Figure 1. The pyramid depicts the new forms of learning that highlight the necessity for careful consideration of the learning environment and mental training which comprise learner identity and learner beliefs that have close ties with anxiety and motivation.
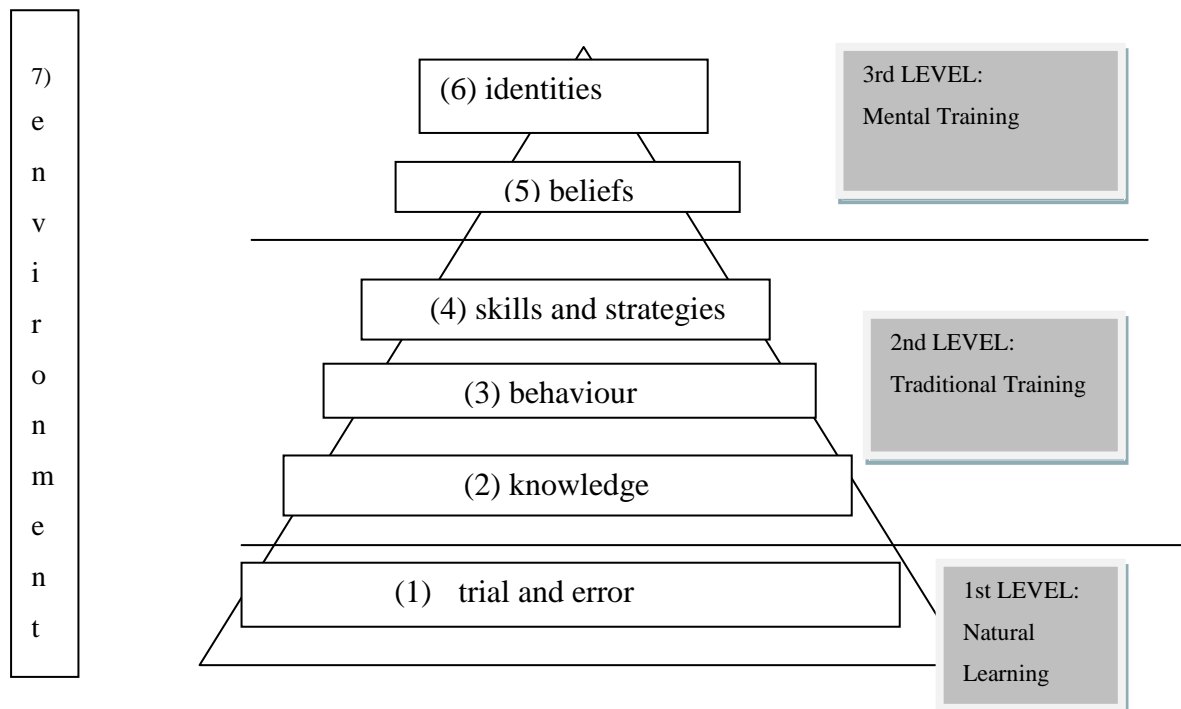
Figure 1. The pedagogical Learning and Teaching Levels (Decker, 1995, p. 20).

Learning process refers to learners' ability to receive input and develop physically, emotionally, socially, linguistically, cognitively and spiritually (De Jager, 2008). This process is claimed to be highly dependent on students' ability to take in, assimilate (thinking and feeling) and apply information through their acts of communicative interactions. There are several theories on learning, such as

Watson's classical conditioning, Skinner's operant conditioning, Bandura's social learning theory, Piaget's constructivist approach, Vygotsky's socio-cultural perspective and the information-processing approach. (De Jager, 2008). The similarities and differences among these approaches and NLP have been discussed in the previous section of this chapter.

The pyramid in Figure 1 draws attention to the fact that mental training involves affective constraints. To indicate how important affective variables are in SLA, Gardner (cited in Yokochi, 2003) said "If the demonstrated relations between affective variables and second language achievement were discounted, the result would be a considerable loss to our understanding of second language learning and the role played by social factors" (Yokochi, p.30). As for the second level of learning in the pyramid, learner variables according to which language skills and strategies should be taught are portrayed (Dilts, as cited in Decker, 1995).

Learner variables have been portrayed as crucial factors in holistic understanding of the learning processes. Among learner variables are, motivation, and affective variables, such as anxiety, self-esteem, risk-taking, which are influential factors in successful language learning. Furthermore, in relation to L2 acquisition and learning, to meet learners' diverse needs, personality, motivation, learning style, aptitude and age are to be taken into consideration (Samimy & Tabuse, 1991).

As seen in Dilts' pyramid of learning the third level of learning requires attention to identities and beliefs. Learner beliefs are modifiable (Mori, 1999). Mori claims that teachers may be able to influence learner beliefs for the benefit of learning, and thus, teachers should provide achievable, meaningful learning tasks to

students. In addition, past success in language learning can lead to the belief that the learner will be successful (Oxford & Shearin, 1994). Through NLP anchoring strategy, teachers may help their students to recall past success, and with the help of the reframing strategy students' negative beliefs can be modified (Revell & Norman, 1997).

Language anxiety and motivation have an impact on learner beliefs. Schmidt, MacIntyre and Charos (1996) include language anxiety as one variable of language learning affect. The others are integrativeness, motivation and attitudes. They found that learners who are less anxious are more integratively motivated. They also found that language anxiety influences willingness to communicate and the lack of competence perceived by learners. Furthermore, Aida (1994) studied how language anxiety is related to Japanese language learning by using Horwitz, and Cope's Construct of Foreign Language Anxiety. She reported that foreign language anxiety, despite being viewed as positive energy that motivates learners, may function as an affective filter (Krashen, 1985), and this may prevent a learner from achieving a high level of proficiency in a foreign language (Clement et al.; Kleinman, as cited in Aida, 1994). There are some other researchers, like Horwitz, who investigated whether foreign language anxiety has an adverse effect on students' language learning. Horwitz (2002) concludes that anxiety is a cause of poor language learning and discusses possible sources of this anxiety, including difficulty in presentation skills. Horwitz also suggests creating more supportive classroom environments to help students manage their anxieties. Thus, language anxiety is fundamental to our understanding of how learners approach language

learning, their expectations for success or failure apart from contributing to our understanding of second language achievement.

Unlike most of the learning theories, mental training is of crucial importance to NLP. Mental training denotes that learning goals are first achieved mentally before they become reality. In other words, individuals need to be aware of their learning aims and they should be guided to set their self goals and formulate them positively. In NLP, the role of beliefs and goals is described as in this quote by Decker: "If a person believes in his/her mind that he/she will achieve a goal, it will, in fact, be easier to accomplish it" (1995, p. 77). In sum, with the use of NLP in language teaching classes, the students' internal experience (neuro), their language (linguistic), and their patterns of behaviour (programming) are taken into account (Dilts, 1999), which makes it possible to put mental training into effect.

An Overview of Studies Targeting the Tenets of NLP that Serve ELT

The premises of NLP, which shed light on points that educators should consider while incorporating the profusion of teaching methods for more effective learning to take place have been portrayed in the earlier sections of this chapter. According to proponents, the basic tenets of NLP have the potential to enable language teachers, the facilitators of the learning process, to realize their aims in increasing the effectiveness of language instruction (Helm, 2009; Grinder & Bandler, 1982) by considering the following facts. Firstly, NLP research show that teachers may increase their interpersonal skills, communicate more effectively with their students (Millrood, 2004; Thornbury, 2001), and thus build better rapport in class (Churches & Rogers, 2008). Secondly, students may enhance their learning potential by establishing a positive classroom environment (Gburek, 2009). This

can be made possible by addressing the primary representational preferences of the individual students in class (Čupāne, 2004; Dorn, 1983; Revell & Norman, 1999; Rosenberg, 1986; Tosey, 2006), handling affective constraints (Kudliskis & Burden, 2009), increasing students' motivation (Pagano, 2007), and reframing their negative beliefs about learning (Eckstein, 2004; Gerber & Reiff, 1996). As a consequence of these, the students will be more willing to take part in classroom activities, whose effects are discussed in the forthcoming sections of this chapter.

Below is a detailed account of research studies that investigate the afore-mentioned issues whose implementations to university settings may have a better effect when combined with the techniques, strategies and models in NLP.

Research on Increasing Class Participation and Developing L2 Oral Proficiency in University Settings

Developing oral proficiency is a major goal of many language courses. This is especially true for contexts, such as Turkey, where English is the language of instruction at many universities. For the sake of meeting the requirements of English for Academic Purposes (EAP) speaking classes, non-native (NN) university students need to attain communication strategies, pragmatic awareness and spoken discourse skills, awareness in the use of speech acts, competence and confidence in presentation and argumentation skills, and they also need further training to be able to produce output which is comprehensible in terms of pronunciation Ferris and Tagg (1996a).

Students, however, often struggle with oral language skills. Having listed the basic requirements of content classes, Ferris and Tagg (1996b), in their study (1996a), focused on NN undergraduate students' difficulties in listening and

speaking tasks in content classes. The analysis of interview and survey results revealed that non-native university students were intimidated by asking and responding to questions during lectures, as well as delivering presentations.

For many L2 learners being able to use the target language is an end in itself, and mastery in so doing is an indicator of successful second language acquisition (Hashimoto, 2002). In Seliger's (as cited in Hashimoto, 2002) research on adults studying ESL, it was found that students who participate more and thereby elicit more input, attain success in L2 proficiency, compared to students who prefer to remain passive in language interaction. This brings us to the role and importance of increased class participation. More recently, VanPatten and Codierno (as cited in Grove, 1999) suggest that increased opportunities for oral production practice may help learners to develop their fluency and accuracy. Burroughs, Marie, and McCroskey (2003) investigated the relationships of self-perceived communication competence and communication apprehension with willingness to communicate by making a comparison with first and second languages in Micronesia. The conclusions of their study revealed that self-perceived communication competence and communication apprehension correlate with willingness to communicate and participation in class activities.

Several research studies have been conducted in an attempt to suggest ways of increasing class participation. To increase participation rates in EAP speaking classes, a recent study by Tsou (2005) emphasized the role of "participation instruction" (p. 46) involving communication strategies such as taking and maintaining the floor, indicating lack of comprehension, requesting additional information, checking point of view, clarifying and inquiring about classroom

procedures. As highlighted in Tsou's evaluation reports, if participation instruction is integrated into EAP classes, students' speaking proficiency improve.

Ferris and Tagg (1996a) also investigated ways to increase student participation. In their study, students' perceived inability and unwillingness to participate in class discussions was overcome by emphasizing communication skills and bridging the gap between the safe interactions they experienced in EAP classes and the authentic language input they faced in content classes. Although Ferris and Tagg's study was of great use in portraying undergraduates' communication problems, it falls short of making explicit what safe interactions specifically refer to. This vague suggestion of Ferris and Tagg is specified in Clennell's study (1999) emphasizing the benefits of promoting pragmatic awareness and spoken discourse skills. Clennell suggested a process throughout which EAP students gather spoken data, transcribe it, and present the text to their classmates. This process is claimed to have pedagogical potential, as learners' awareness of pragmatics is ensured, when they are asked to present authentic texts after being asked to analyze those texts by transcribing what they have heard. This process also helps learners to use different phonological and syntactic levels of meaning and language use. Clennell goes on to assert that giving students the opportunity to look at their own texts as joint constructions enables them to see how socio-pragmatic meanings are embedded into the discourse and the extent communication depends on interaction and mutual negotiation.

Clennell's assertions are echoed by Crandal and Basturkmen (2004) who also aimed to find ways to increase learners' communicative competence and raise learners' awareness of native-speaker norms of the use of speech acts. Crandal and

Basturkmen suggested that pragmatics-focused materials lessen the problems of NN university students who refrain from participating in class discussions. Pragmatics, "defined as using speech acts such as requesting, complimenting, and offering"(p. 38), is asserted to be of crucial importance, mainly because errors of pragmatic appropriacy have more serious consequences compared to the errors on grammar. Crandal and Basturkmen's findings revealed that today's EAP speaking textbooks only provide lists of speech acts, but their study shed light on social considerations affecting speech act use. This, they believe, may lessen NN university students' hesitations about interacting with their native speaker lecturers because of their lack of pragmatic competence. Although the implications of this study point out the necessity of developing similar pragmatics-focused materials like those produced by these researchers, it is not clear how such materials differ from what practitioners have already been doing in class while exploiting the lists provided in skills books.

Research conducted about L2 students' reluctance to participate in debates showed that "there are three reasons why students consider debate exercises unhelpful", although debating is known to develop learners' competence in argumentation and communication skills (Goodwin, 2003, p. 157). Firstly, since arguing requires open disagreement, students may associate it with negative interpersonal acts like fighting. For this reason some students prefer to step back when asked to participate in debate activities. Secondly, debate activities disadvantage students preferring a non-competitive competition style. Finally, students, being unfamiliar with debate activities, may resist the innovation. To overcome this, students with varied levels of abilities should be put in the same

group. Goodwin notes that multiple intelligences should be considered in task-design and student grouping. Goodwin suggests the enhancement of speaking skills integrated with reading, listening and writing by means of his project called "debate across the curriculum" (p. 1). In this process, students are asked to work in small groups to prepare weekly-presented debates on issues mentioned in textbook readings. Students who preferred not to debate, act as judges, and prepare brief reports on their decisions by including their comments on the presentations.

Otoshi and Heffernen (2008) investigated ways to help their students deliver effective presentations. Based on the results of their study, recommendations on how to prepare learners for oral presentations are portrayed. One suggestion is to use an integrated method of feedback which requires learners to write an outline of their presentations, evaluate each other's work, and then deliver their presentations after editing their work using peer corrections. Learners' suggestions have also been included in the study. The study also emphasizes the necessity for teachers to model how and when to use eye-contact and body language.

Several other studies investigated the use of technology to help increase student participation. In an attempt to address East Asian students' difficulties in dealing with seminar-type discussions, and to enhance students' proficiency in handling communicative interaction, Gillett and Weetman (2006) analyzed the impact of using a virtual learning environment (VLE). In their study, the VLE was integrated into the course involving an on-line discussion using the StudyNet group discussion facility. Pennington (as cited in Gillett, 2006) echoes the benefit of VLE on students with various learning styles. Likewise, the study by Scott and Whitney

(2002) suggested that synchronous computer-mediated communication (CMC) has an impact on the improvement of L2 oral proficiency by developing cognitive mechanisms underlying conversational speech.

The Importance of Establishing a Positive Classroom Environment

A number of studies have focused upon students experiencing foreign language anxiety and measures to help them overcome that anxiety. The findings of MacIntyre and Gardner's (as cited in Aida, 1994) study suggest the role of teachers in lessening classroom tension and in creating a friendly, supportive atmosphere that can help reduce students' fear of embarrassment of making errors in front of peers. Appleby (as cited in Aida, 1994) also pointed out that students are most irritated by teachers who are unempathetic with their needs and who are poor communicators. Being responsive to the students' needs, language teachers can make it possible for anxious students to maximize their language learning by building a nonthreatening and positive learning environment, as well as by helping them acquire effective study and learning strategies. Moreover, discomfort in language class is related to less risk-taking (Samimy & Tabuse, 1991). In order to promote optimal learning, considering the role of affect could help teachers to manipulate the learning environment, the teaching method and their own behavior (Sparks & Ganschow, 1991).

In discussing establishing an ideal classroom environment, Fraser (1998) identifies three dimensions that distinguish individualized classrooms from conventional ones. These are the teacher-student relationship dimension, the personal development dimension, and the system maintenance dimension (Fraser, 1998). Fraser also emphasized the importance of personalization, involvement,

task- orientation, individualization, flexibility and open-endedness backed up by rule clarity for higher education. In his study, Fraser aimed to establish associations between outcomes and environment and differences between student and teacher perceptions, and he came up with the conclusion that students achieve better in a non-threatening environment.

Ways to ensure a non-threatening classroom environment

Learning environment is identified to be a significant factor in language learning (e.g. Finch, 2001; Fraser, 1986). It was assumed that positive attitude change would occur most notably in a learning environment which: 1) was non-threatening; 2) promoted confidence and self-esteem; 3) promoted intrinsic motivation and 4) encouraged learners to take responsibility for achievement and assessment of learning.

Providing students with learner-centred, low-anxiety classroom environment is considered one of the current challenges of language teachers, as some research studies suggest that there is a relationship between L2 performance and anxiety (Kleinmann as cited in Young, 1991). In her thorough analysis of research on language learning anxiety, Young (1991), identified six causes of anxiety: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing. She then went on to offer anxiety reduction strategies to address these sources of anxiety.

Other researchers have attempted to address these causes. Saunders and Crookall (as cited in Young, 1991) suggested that language games with an

emphasis on problem-solving is an effective way to create interest, motivate students, encourage participation and reduce language anxiety.

Price (as cited in Young, 1991) suggested that teachers need to assess their error correction approach as well as their attitudes toward learners to reduce anxieties based on instructor- learner interactions. Price suggested giving students more positive reinforcement, and helping them to develop more realistic expectations of themselves.

According to Young (2001), instructors who have a good sense of humour and are friendly and patient can make students feel comfortable and help learners to reducing foreign language class anxiety. Furthermore, to decrease anxieties associated with classroom procedures, instructors are advised to use pair work activities, games, and tailor their activities to the affective needs of the learners (Young, 1991). There is further research on the impact of group work, which revealed that group work both addresses the affective concerns of the students, and increases class participation as well as comprehensible input (Lightbown; Long; Seliger as cited in Young, 1991).

As for suggestions to overcome personal and interpersonal anxieties, Foss and Reitzel (as cited in Young, 1991) claim that students will be able to interpret anxiety-provoking situations in more realistic ways if they recognize their irrational beliefs. This will help them to approach rather than avoid an anxiety-evoking situation. To help students recognize their fears about language learning, Foss and Reitzel's recommendation seem to resemble that of the processes in NLP S.C.O.R.E. model. The instructor asks students to verbalize their fears (Symptoms), and then asks them to write them on the board verbalising the causes (Causes). In

this way students can see they are not alone in their anxieties, and thus they may support each other (Outcomes & Effects & Result).

Certain Factors Affecting Willingness to Participate in Classroom Activities

Recent research on classroom participation has focused upon the concept of willingness to communicate (WTC). These studies argue that it is the language instructors' responsibility to help their students to adopt strategies which make communication more effective by increasing their willingness to communicate (WTC), and thus, increase their willingness to participate in class activities.The definition of WTC below highlights the necessity for language instructors to take into account some important factors that influence learners' willingness to communicate.

> Willingness to communicate (WTC) is an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables. (Kang, 2005, p. 283)

With increasing emphasis on authentic communication as a crucial part of L2 learning and instruction, willingness to communicate (WTC) has gained importance due to the role of interaction in language development, which has been described in a number of variations, such as linguistic (e.g., Long; Swain as cited in Kang, 2005), socio-cultural (Vygotsky, 1978), and learners' perspectives (Stoller et al., as cited in Kang, 2005). Given the fact that language development can occur through interaction, it can be assumed that more interaction leads to more language development and learning. Thus, it is sensible to argue that WTC, which has been

found to influence the frequency of communication (Clement et al.; Yashima et al. as cited in Kang, 2005), can contribute to second language acquisition (SLA). Kang pointed out the three benefits of situational WTC created in L2 learners. With high WTC, Kang claims, L2 learners are more likely to use L2 in authentic communication, and they become autonomous learners, making independent efforts to learn the language through communication (without teachers' help), by extending their learning opportunities and becoming involved in learning activities not only inside, but also outside classrooms.

Researchers have investigated a number of situational variables that WTC is influenced by. MacIntyre et al. (as cited in Kang, 2005) identified social support, particularly from friends, as influencing WTC outside the classroom. Baker and MacIntyre (as cited in Kang, 2005) found that WTC was affected by the learning context. Clement et al. (2003) also showed that L2 WTC was influenced by the frequency and quality of L2 contact through the mediation of L2 confidence.

In addition to these factors influencing WTC, the effects of a number of affective and social variables on foreign language (L2) learners' engagement in oral tasks was studied by Dörnyei and Kormos (2000). They investigated whether students' verbal behaviour in oral task situations is determined by non-linguistic and non-cognitive factors. Various aspects of L2 motivation and several factors characterizing learner groups (such as group cohesiveness and inter-member relations) as well as the learners' L2 proficiency and willingness to communicate in their L1 were listed as the independent variables. On the other hand, the dependent variables were objective measures of the students' language output in two oral argumentative tasks. The results showed that the learners' task engagement showed

correlations with the interrelationship of multiple variables, among which motivational variables (involving attitudes towards the L2 task, linguistic self confidence, attitudes towards the English course) having the most impact.

Qi and Weaver (2005) aimed to understand and integrate previous research on class participation within a broader framework. They portrayed factors which have an impact on class participation in the study they conducted to measure the extent to which these formal and informal structures of classroom constraints were influential. The Likert-scale questionnaire they gave to their students involved the list of variables affecting class participation. They found that class size, faculty-student interaction, students' fear of professors' criticisms and their fear of peer disapproval are all factors that influence students' class participation.

Conclusion

In this chapter, the background and underlying principles of NLP, as well as numerous definitions of NLP from various scholars' points of view have been provided. Then, eight strategies of NLP have been defined. Next, NLP research, which relate to educational issues has been presented in four categories. Then, a discussion of the relationship between NLP and language learning approaches has been followed by the contributions of NLP to language teaching. Finally, ways to ensure a positive classroom environment and research findings which address some ways of developing oral proficiency in L2 have been addressed.

CHAPTER III: METHODOLOGY

Introduction

This research is a qualitative study, focusing on the role of Neuro-Linguistic Programming (NLP) techniques and strategies in language teaching. The study seeks to explore the perceptions of NLP-trained language teaching practitioners concerning the strategies and techniques of NLP in ELT preferred to be used by NLP-trained language teaching practitioners. The second goal of this research study is to examine the reasons why some NLP techniques and strategies are seen as useful while others are not in teaching a foreign language. The final goal of the study is to determine the specific language skills that are addressed by NLP-trained language teaching practitioners through the use of NLP techniques and strategies.

This chapter discusses the participants, instruments and data collection procedures as well as the procedures in data analysis.

The study aims to address the following research questions:

1. What are the perceptions of NLP-trained language teachers about the role of NLP in ELT classrooms?

2. What techniques and strategies do NLP-trained language teachers choose to use or not use in their classes? Why?

3. What specific language skills are addressed by NLP-trained language teachers through the use of NLP strategies?

Setting and Participants

The participants in this qualitative study are twelve ELT practitioners, most of whom work for different institutions in Turkey. One benefit of gathering data by conducting interviews with participants from a variety of regions is that the researcher will have the opportunity to get information about a wider range of implementations of NLP strategies which are aimed to cater to the needs of language learners who have varying levels of language proficiency and interests.

Below is the account of the participants' professional background. The researcher conducted the semi-structured interviews on the role and effectiveness of NLP techniques and strategies in language classes. Face-to-face interviews were held with all of the participants except for two participants, one of whom lives in London, and the other in Northern Cyprus. The interviews with these two participants were conducted by Skype.

Table 2.

Information about the Participants' Background.

Gender	
Females	11
Male	1
Age range	24-54
Degrees earned in ELT or other related fields	
Bachelors:	
ELT	5
Linguistics	4

Translation	1
Literature	2
MA:	
ELT	11
Linguistics	1
PhD:	
ELT	4
Linguistics	2
Certificates earned in NLP	
Brief courses on NLP	4
NLP Practitioner Certificate	8
NLP Master Practitioner Certificate	7
NLP Trainer Certificate	4
Years of teaching experience	
5-10 years	2
11-15 years	3
16-20 years	1
Over 21 years	6
Years of contact with NLP	
1-5 years	2
6-10 years	7
Over 11 years	3

As seen in the table above, 85% of the participants have more than five years of teaching experience, and 85% of them have been interested in NLP for over six years and 100% hold an MA, 50% hold a PhD. Given the information provided about the participants, they can be said to be experienced and to have worked on advanced degrees.

Instruments

The instrument used to elicit data for this qualitative research study is a semi-structured interview, which consists of two sections. The first section was intended to gather biographical information about the participants and to function as an ice-breaker at the start of the interview. Following these seven questions is the second section of the interview comprised of eight questions based on the research questions of the study. The questions in the first section of the interview helped the researcher to get information about the interviewees' length of teaching experience, and engagement in NLP. Moreover, information about the participants' education was received. Furthermore, it is also aimed to identify whether the interviewee regularly participates in NLP and/or ELT events or not.

The table below shows the list of interview questions categorized in terms of each research question that they refer to.

Table 3

The Research Questions of the Study and the Interview Questions.

The research questions	The interview questions
What are the perceptions of NLP-trained language teachers about the role of	● In general, do you feel that the use of NLP is beneficial in classrooms in which English is taught? (Item 5)

NLP in ELT classrooms?	• Would you recommend NLP training to one of your colleagues? (Item 8)
What techniques and strategies do NLP-trained language teachers choose to use or not use in their classes? Why?	• To what extent do you make use of NLP techniques when you are teaching English? (Item 1) • Have you used NLP strategies such as Modelling, Anchoring, VAK, Reframing, Meta-programs in your classes while teaching English? (Item 2) • Do you have any particular concerns about the use of NLP techniques in ELT classes? (Item 6) • There seem to be some NLP techniques that you do not use or rarely use. Could you tell me about the reasons behind these choices? (Item 4)
What specific language skills are addressed by NLP-trained language teachers through the use of NLP strategies?	• Are there any other NLP techniques that you find specifically useful for any particular language skill? (Item 3) • What do you think about the role of NLP techniques in terms of teaching speaking skills? (Item 3a) • In what ways do the NLP techniques you have been taught help you in teaching English? (Item 7)

Data Collection Procedures

The twelve participants of this study were selected to hold a semi-structured interview. This selection was done with respect to a two-fold criteria before sending e-mails to the participants, asking for their consent to cooperate with the researcher, accepting to be the interviewees of the study. First, they needed to be current practitioners of ELT. The second criteria was that they had been NLP-trained, regardless of the duration of the courses taken or the number of certificates held.

As for the first step to contact potential eligible participants, alumni of the Masters in Teaching English as a Foreign Language Program at Bilkent University were sent e-mails asking them to participate in the study. Of the mails sent, seven responses were received, with only one meeting the eligibility requirements for this research. In addition to these efforts to recruit participants, the researcher also contacted her former and present colleagues asking whether they knew any ELT practitioners who have training in NLP. The suggested individuals were sent e-mails and those who met the criteria were provided with details of the study. After getting the response mails from the participants who gave written consent to take part in the interview process of the research study, the participants were categorized in two groups according to the brief information they wrote about themselves. In the first group were the participants who reported to be frequent users of NLP techniques and strategies. In the second category were the ones who made seldom use of NLP techniques.

Following the responses received from eligible participants, the interview questions were designed by the researcher. Designing the interview questions and

revising them led the researcher to re-evaluate her research questions so that each item in the research questions could be addressed precisely and concisely.

The next procedure of data collection involved sending e-mails to participants and phoning some of them to arrange an appointment with them. As some participants were based outside of Ankara, the researcher decided to travel to Istanbul so as to conduct a face-to-face interview with those participants. It was felt that face-to-face interviews would build rapport and help the interviewee to feel more at ease during the interview questions and audio-recording. Each interviewee was interviewed in their own language unless they requested to do otherwise. For this reason, the interview questions which were first prepared in English was translated into Turkish by two present colleagues of the researcher and then translated back into English by two other colleagues at her home institution. This process of back translation was made in an attempt to locate any vaguely worded questions, and thus ensure that the items in the interview would not cause any misunderstandings for the participants.

Data Analysis Procedures

In this study, qualitative data analysis procedures were followed. A semi-structured interview, involving a total of 14 questions (6 based on the interviewees' professional background, and 8 addressing the research questions of this study), was conducted with twelve language teaching instructors. Below is a detailed account of the steps followed after the interviews were conducted, while this data were being analysed. First of all, the transcriptions of all the interview records, whose duration ranged from 25 minutes up to 85 minutes, were made. Then came the coding process in which recurrent items in the interviews were identified during

repeated listenings.The following step involved underlining the sentences or phrases in the transcripts and taking notes of both the recurrent or unique issues that were raised by the interviewees. These were put into an excel table under tentatively identified codes along with interviewees' pseudonyms (see appendix 1 for the excel table mentioned). Next, all the transcripts were reread thoroughly in order to identify the phrases or sentences that could be quoted. This quoting process is vital in order for the researcher to be more explicit about the codes and to justify the comments and analyses she made about what had been put forth by the participants during the interviews. Another important issue to be raised at this point is concerned with translation. As the interviews were conducted in each interviewee's mother tongue, unless requested otherwise by those people, the researcher translated those underlined sentences, indicated earlier in this part, from Turkish to English.

Conclusion

General information about the aims of this study was given in this chapter. Furthermore, the participants and instruments used, as well as the procedures followed in this study were described in detail. The following chapter will involve the presentation and thorough analysis of the actual data along with the quotations taken from the transcriptions of the audio-recorded interviews.

CHAPTER IV: DATA ANALYSIS

Introduction

This study was designed to explore the role of NLP in ELT by collecting data about the perceptions of language teaching practitioners trained in NLP. The study, whose data collection procedure involved conducting semi-structured interviews, seeks to identify the particular NLP strategies and techniques that are preferred by the NLP-trained language teaching practitioners, as well as those others which are not chosen to be used in language teaching settings. Moreover, such preferences along with their reasons are intended to be portrayed, in addition to the particular skills that are addressed by means of NLP.

The study aims to address the following research questions:

1. What are the perceptions of NLP-trained language teachers about the role of NLP in ELT classrooms?

2. What techniques and strategies do NLP-trained language teachers choose to use or not use in their classes? Why?

3. What specific language skills are addressed by NLP-trained language teachers through the use of NLP strategies?

This chapter involves data analysis procedures, brief information about the participants of this study as well as the eligibility criteria used before asking for those people's kind cooperation with the researcher. This chapter also contains qualitative analysis of the data which is mainly categorised in such a way that the three research questions are addressed in order.

Data Analysis Procedures

In this study, qualitative data analysis procedures were followed. A semi-structured interview, involving a total of 14 questions (6 based on the interviewees' professional background, and 8 addressing the research questions of this study), was conducted with twelve language teaching instructors. Below is a brief account of the steps followed after the interviews were conducted. After the interview records were transcribed, the sentences or phrases in the transcripts that referred to the research questions were underlined. In addition to this, both the recurrent or unique issues that were raised by the interviewees were highlighted, and the interviews that were held in Turkish were translated into English. To enlist all the ideas derived from the participants' perceptions about NLP a data analysis record sheet was prepared (see appendix 2), and responses tabulated.

Information about the Participants of the Study

The twelve participants of this study were selected based on a two-fold criteria. First, they needed to be current practitioners of ELT. The second criteria was that they had been NLP-trained, regardless of the duration of the courses taken or the number of certificates held. Considerable number of the participants had over ten years of experience in ELT, having worked on advanced degrees. More than half of them had over five years of interest in NLP.

All the participants will be referred to with their psuedonyms throughout this chapter. The pseudonyms given to each participant are Melek, Güneş, Yıldız, Parlar, Banu, Can, Begüm, Lale, Esra, Nazlı, Müge, and Aydın.

Data Analysis

The analysis of the data will be discussed in the order of the research questions of this study. As for the portrayal of recurrent ideas as well as the ideas bearing uniqueness, at the start of each section, a table is provided in order to depict the frequency of those points raised which were derived from the interview transcripts.

NLP-trained Language Practitioners' Perceptions of NLP

The researcher aimed to obtain data about the NLP-trained language teachers' perceptions on NLP by asking the following questions during her interviews.

- Have you ever attended a workshop or seminar on NLP? If so, do you remember when it was? Do you think it was beneficial? If you think so, why? If not, why not?

- To what extent do you make use of NLP techniques when you are teaching English?

- In general, do you feel that the use of NLP is beneficial in the classrooms where English is taught?

- Do you have any particular concerns about the use of NLP techniques in ELT classes?

- Would you recommend NLP training to your colleagues?

Below is the table referring to the frequency of some major opinions, raised by the interviewees, addressing the first research question of this study which aimed to explore the perceptions of NLP-trained language teachers about the role of NLP in ELT classrooms.

Table 4

The Perceptions of NLP-trained Language Teachers about the Role of NLP in ELT

Classrooms.

NLP-trained language teachers' perceptions	Teachers (*n*: 12)
The nature of NLP involving the fundamental elements of most language teaching approaches	Melek, Güneş, Yıldız, Parlar, Banu, Can, Begüm, Lale, Esra, Nazlı, Aydın (Total: 11)
NLP involving different names given to techniques already being used in class	Melek, Güneş, Yıldız, Parlar, Can, Begüm, Lale, Esra, Nazlı, Müge, Aydın (Total: 11)
NLP as a philosophy that needs to be internalized - not a set of useful techniques in TEFL	Melek, Güneş, Yıldız, Parlar, Banu, Can, Esra, Nazlı (Total: 8)
NLP involving psychotherapy-based techniques requires expertise on psychology	Melek, Yıldız, Parlar, Banu, Lale, Nazlı, Müge (Total: 7)
NLP being commercialized	Melek, Parlar, Banu, Can, Begüm, Lale, Esra (Total: 7)
NLP as a tool to be incorporated into teaching: not a teaching methodology	Melek, Güneş, Yıldız, Parlar, Banu, Can, Esra, Nazlı (Total: 8)

In the process of analyzing the transcripts, the researcher found that there

were two distinctly opposing stances, regarding the way English teaching

practitioners perceived NLP. On one end were a minority of 16%, who viewed it as a set of teaching activities similar to communicative language teaching activities. In contrast, the majority (84%) claimed that by internalising the philosophy of NLP, teachers manage to develop their interpersonal skills, and thus, improve their communication with their students to establish better rapport and a positive classroom atmosphere. The participants, belonging to the 84% majority, went on to assert that NLP was a framework that could be used in every aspect of life. Thus, for many participants it seemed that NLP, in essence, is not a set of small scale teaching techniques, and that it may not be appropriate to see NLP as a set of useful language teaching techniques. The eight interviewees who held this view were Melek, Güneş, Yıldız, Parlar, Banu, Can, Esra and Nazlı. All of these had over six years of experience in NLP.

Parlar expressed that NLP is a life philosophy, and said "Well, I'm not sure how much I use it (NLP) really, because it is a philosophy more than a method of teaching". Nazlı pointed out the same point by saying,

I think, as I have internalised NLP and teach English according to the underlying principles, I do not see it as a set of techniques to be used directly in class, though I said, in your preliminary request about my background in NLP that I did not use NLP techniques in my classes.

On the other hand, there were two others, namely Aydın and Lale, who regarded NLP as a set of practical techniques that are useful to be implemented in language teaching. This is an interesting finding as they were two of the five participants with the least training experience in NLP, having received short courses on NLP. Aydın and Lale's point of view was contradicted by the eight

participants (Melek, Güneş, Yıldız, Parlar, Banu, Can, Esra, and Nazlı) who all

perceived NLP as a wide concept of communication involving a number of

disciplines. Their perceptions about NLP were that it should not be reduced to a set

of useful techniques in language teaching. Banu emphasized this point by saying,

> NLP is a discipline that guides us in every aspect of life. … NLP is not a
>
> teaching approach. It involves a synthesis of psychology, anthropology and
>
> so many other disciplines. Thus, people who incorporate NLP into their
>
> lives manage to develop themselves better, opening their channels, being
>
> flexible, knowing what to do to motivate themselves better, so what I am
>
> saying is that it is almost inevitable for such people, who CAN do these, not
>
> to be an effective teacher. BUT NLP is NOT a language teaching approach.

Melek supported the same view by saying,

> When all the approaches (to language teaching) are considered, it (NLP) is a
>
> combination, a nice gathering of most actually. For example: VAK is not
>
> anything NLP discovered, but it was discovered in psychology. NLP, to
>
> me, is the working parts of all the sciences like; Sociology, Psychiatry,
>
> Psychology, all the easy steps NLP has compiled.

Parlar raised the same issue by saying "Well I think, NLP is not actually for

teaching but, it is more about internal experience, so I think, NLP just raises your

awareness of how people think, ermm…then, you know, you can apply those to

your methods…".

Yıldız went on to say,

> What I am saying is applicable to any language, any classroom, any subject.
>
> So I don't think NLP is language specific. One part, the linguistic part of

> NLP deals with the motivation factor that I was talking about... NLP is a
> way of life, a philosophy… I think, there is some confusion in the minds of
> people as to what NLP really involves. It is definitely NOT a set of
> techniques for teaching.

Melek reiterated the same point by saying,

> It (NLP) is a philosophy. It's how you think, how you view life, how you
> see people, how you handle people, how you live, so it is humanistic, in this
> sense it can be considered as a combination, a nice gathering of most
> approaches in ELT… NLP compiled them all.

Esra also regarded NLP as the mentality or philosophy behind the humanistic
approaches of language teaching. She said, "If you are aware of these NLP things
and different learning styles and so forth, you really, as a teacher, try to facilitate
learning. NLP is basically the mentality behind all these".

A group of six participants, Melek, Yıldız, Parlar, Banu, Can, and Begüm,
provided further information about their claims on NLP, explaining why it should
not be considered as a teaching approach. Yıldız said,

> The first thing I'd like to say is that sometimes people get the wrong idea
> that NLP is a teaching methodology, which, of course, isn't. I would call it
> a feeder field into teaching, because it feeds the teacher into what she is
> trying to achieve in her classes, I mean, feeding the teacher about how best
> she/he can do things better… but it is not a direct methodology.

Though seemingly contradictory, nine of the participants (Melek, Güneş, Yıldız, Parlar, Banu, Begüm, Lale, Esra, and Aydın), including the ones who advocated that NLP cannot be considered as a language teaching method, pointed out that NLP is not anything new. Melek said,

> I try to avoid workshops on NLP, because they present it like a magical, extraordinary aspect of teaching English, as if it is a sort of magic. …. It (NLP)'s old, but it is also new. If we brought an ELT teacher here and asked her what she would do with a problematic student in her classes, she would come up with five techniques, and if you analyse these, you will find traces of NLP in them, because NLP is not a reinvention of the wheel; it is about life, it's about experience, it is about working solutions.

Begüm also claimed that NLP involves what is already present in humanistic approaches in language teaching by saying,

> I don't see it as a separate thing really, I see it as things that you are already doing in your classrooms- like the learning styles thing, visualisation,… but then I learned, later on, that it was an NLP thing, and like for example, putting yourself in your students' shoes,… how can this be NLP? It is all related to humanistic methods of teaching.

Parlar raised the same point by saying "I mean, the integration of the language skills, of learning styles are definitely present in NLP, but I think, it is more awareness of visuals, awareness of rapport and the structure of influence".

Esra pointed out that NLP has borrowed some elements from pedagogy by saying,

> The things in NLP may not be new, but nice thing about NLP is that it is a compact thing…There's another thing I like about NLP: fIexibility… As

you know, most of the techniques of NLP are what we already known from

our pedagogical resources, and as you know the roots of NLP are form

other branches; the background is psychology etc., so you can't say I am not

using NLP, that's impossible, because what you've been doing in the

classroom has some parts from NLP, it is just a different name.

Banu reiterated the same idea by claiming that NLP helped her to put her teaching

techniques into consciously organised patterns, and she said,

Since my first day in teaching English, I have tried incorporating drama,

storytelling, paying specific importance to my tone of voice and body

language to provide a real-life atmosphere in class and to maintain their

interest by creating real need for them to learn the language. Later on, I

realized NLP involves all these with different names given to them….I

mean, NLP helped me to realize the importance of these intuitionally-driven

techniques of mine about effective teaching, and it enabled me to make

more conscious use of those techniques. … I tried to put all those random

teaching skills into an organised pattern…

Finally, six of the participants raised their concerns over the fact that NLP has been

commercialized. Begüm expressed her strong concerns about the claims made for

NLP by saying,

There's some kind of a course in Istanbul with a slogan like that: We are

teaching English with NLP in 20 hours or 30 hours. How is that possible for

God's sake? You know, it has taken us about 20 years to learn the language,

how is it gonna take students about 20 hours just with the help of NLP? Is it

magic, or what?

There was also a similar concern about the use of NLP by some other circles, who tend to take advantage of NLP to manipulate people. This is said to cause teachers to refrain from learning about NLP. Melek was especially concerned about the use of NLP in non-educational settings, and she said,

> NLP can be used to manipulate people. For example, at this moment, I can convince you to do something for my benefit, not for yours. For example, professional sales people make use of NLP techniques to convince people to sell their products. That's not ethical. Unfortunately we see those unethical people a lot, and NLP can also be used this way, so that's why people are prejudiced, or they are afraid of NLP.

Based upon the collective perceptions of the practitioners in this study, it can be concluded that they perceive NLP as a philosophy rather than isolated and ungrounded set of teaching techniques. Further, the participants noted that NLP contains a great deal of common 'working' elements of the established methods in ELT. Though it is not possible to label it as a language teaching methodology, the participants also believed that NLP has considerable contributions to make to ELT classrooms, which are portrayed in the subsequent parts of this data analysis.

Commonly used NLP Techniques and Strategies

The researcher aimed to obtain data about the techniques and strategies that the NLP-trained language teachers choose to use or not to use by asking the following questions during her interviews.

- Have you used NLP strategies such as Modelling, Anchoring, VAK, Reframing, Meta-programmes in your classes while teaching English?

- There seem to be some NLP techniques that you do not use or rarely use. Could you tell me about the reasons behind these choices?

- Do you have any particular concerns about the use of NLP techniques in ELT classes?

- In what ways do the NLP techniques you have been taught help you in teaching English?

Table 5

NLP Techniques and Strategies Used in Classrooms by Participants.

NLP techniques, strategies, models	The participants who prefer to use them (*n*: 12)
Modelling	Melek, Güneş, Yıldız, Parlar, Banu, Can, Begüm, Lale, Esra, Nazlı, Aydın (Total: 11)
Anchoring	Melek, Güneş, Yıldız, Parlar, Banu, Can, Lale, Esra, Nazlı, Müge, Aydın (Total: 11)
VAKOG	Melek, Güneş, Yıldız, Parlar, Banu, Can, Begüm, Lale, Esra, Nazlı, Müge, Aydın (Total: 12)
Visualisation	Melek, Güneş, Yıldız, Parlar, Banu, Can, Begüm, Lale, Esra, Nazlı, Müge, Aydın (Total: 12)
Meta-programs	Melek, Güneş, Yıldız, Parlar, Banu, Can, Begüm, Esra, Aydın (Total: 9)

Metaphors	Melek, Güneş, Yıldız, Parlar, Banu, Can, Begüm, Esra, Aydın (Total: 9)
Reframing	Melek, Güneş, Yıldız, Parlar, Banu, Can, Lale, Esra, Nazlı, Aydın (Total: 10)
Circle of excellence	Melek, Güneş, Yıldız, Can (Total: 4)
Eye-accessing cues	Melek, Güneş, Yıldız, Parlar, Banu, Can, Esra, Nazlı, Aydın (Total: 9)
Brain-gym	Güneş, Yıldız, Banu (Total: 3)
TOTE	Melek, Güneş, Yıldız, Banu, Can (Total: 5)
Milton Model	Melek, Güneş, Yıldız, Banu, Can, Esra (Total: 6)
Timeline (+)	Güneş, Parlar, Lale, Aydın (Total: 4)
Timeline (-)	Melek, Yıldız, Can, Begüm, Esra, Nazlı, Müge (Total: 7)

This table refers to the pseudonyms and the total number of participants who indicated the NLP strategies and techniques they use in their classes.

There exist some divergence of opinion among participants about what exactly some particular strategies and techniques of NLP refer to. To be more explicit, the way some participants interpreted Modelling or Meta-programs, for

instance, differed from the interpretations of the rest of the participants. Moreover, there is also divergence of opinion over the choices made on each technique and strategy mentioned in the course of the interviews. For instance, the time-line activity is one of the techniques in NLP, which was mentioned postively and used by four participants. However, seven other participants pointed out the possible traumatic effects that may arise when students remember an extremely bitter past memory that inhibits them to concentrate on the rest of the class. Further details are provided later in this part.

Some participants noted that it would be inappropriate to call everything in NLP "techniques". Banu highlighted this issue by saying,

Actually, I'd rather not call those (items concerned with the second Research question) as NLP techniques, after all, we, as language teachers, may have a tendency to put together certain things as techniques. The core of NLP is 'good work' and modelling whatever is good. When I was in Harvard there is this 'Good Work' Project carried out by Howard Gardner, who established this project by modelling the principles and models of NLP.

When asked about the NLP techniques she uses in her classes Banu highlighted that a distinction should made among words, such as model, strategy, and technique. Banu continued:

This brings us to the point that I cannot talk about the x, y, z techniques of NLP. Nobody who has internalised NLP, and who has received quality training in NLP would do that! We can only highlight the 15-16 presuppositions in NLP. Why? There are many new techniques used all

around, and if you use your technique that you adapted one day, that is good

enough to be modelled, your technique is likely to be modelled to form

established strategies, which will, in the long run, turn out to be accepted as

a model in NLP.

Banu used the words model, strategy, and technique to refer to seperate

things.Melek also raised her concerns about the use of the word 'technique' in the

interview questions:

I need to clarify this, actually… because the techniques are actually more

the therapy thing, the ones that people know. They are mainly used for

therapy, more in changing your life, changing your behaviour. Yes,

techniques are applied in the ELT world, but you know, the considerably

changed, or adapted variations of them.

In brief, according to some of the participants' views it can be concluded

that techniques are the single, individualized elements of strategies, which establish

a set of models in NLP when their use is proved to be useful.

Modelling.

NLP modelling, as described by Tosey (2008), aims to enable students to

learn better by identifying and replicating the internal processing strategies that are

used by a person who successfully masters spelling, negotiating, pronouncing

correctly.

Modelling is the strategy that is reported to be used by all the participants of

the current study except for Müge. However there was a strong disagreement about

what modelling meant.

Divergence of opinion about what NLP Modelling strategies mean.

The fact that NLP modelling has a broader sense, and that it requires much more than merely observing one's surrounding and copying every behavior he/she likes has been pointed out by some of the interviewees. Yıldız expressed her reservations about this issue by saying,

> I find that learning strategies are very personal. People do things in very strange ways sometimes, to be able to remember better. I do not think they can really observe their friends doing what they do right. NLP modelling is different, because you have to look at the way they see things, the way they hear things, the way they feel things. It is a skill that needs to be developed. To model someone is not that easy, it has to be really deep. Just talking about how you do something doesn't help others be able to model what you are doing.

The participants of the study, while explaining the way they use modelling in their classes, reported that they had three different views on its class implementation.

Modelling the teacher.

The first of type of modelling implemented by the interviewees of the study is modelling the teacher. Güneş, Yıldız, Parlar, Banu, Can, Nazlı, and Begüm, expressed that modelling, is what they use by asking students to model the teacher- his/her intonation, stress patterns, pronunciation. The second view on modelling is that students can be asked to model their successful peers. The participants whose names are indicated for the first view of modelling said that they might as well ask

students to model their classmates to remember and record vocabulary, scan a reading text and so on. Melek said **"I usually ask my students to talk about how they remember new vocabulary. After several students tell how they do it, they have a set of techniques to choose from and adapt to themselves".** However, Parlar raised concerns about modelling, though at the same time accepting that the mentality behind modelling excellent behaviour was nice. Parlar said,

> I may use modelling in class, when I see students who are actually effective in doing certain things better than the others. I may ask them how they remember things, and also even turning their attention to the eye-movements of the students. However, a lot of students, even if you give them the strategies, they don't use them. They find that it is a big effort at the start, and I'm also familiar with the fact that they sometimes blame the techniques for their lack of performance in exams.

Modelling successful classmates.

Seven interviewees, such as Melek, Güneş, Can, Esra, Nazlı, Aydın and Lale, said that they encouraged their learners to model each other's language learning strategies, which was objected by Parlar, and Yıldız, who expressed their reservations about it, despite accepting that NLP modelling has notable benefits in classrooms.

Yıldız raised the issue that modelling required deeper skills, and thus, students' peer modelling or modelling of their teacher may not give the expected results, because just talking about what someone does to achieve good results may not be adequate when NLP modelling is in question. Yıldız said,

I don't think that they can really observe their successful friends to see how they do that. It (Modelling) is a skill that needs to be developed. To model someone isn't that easy, so you have to caliberate their face as well, so when you are talking about how they do something you might look at their eyes, and eye-movements, to see whether they are feeling it or seeing it etc., so I don't think students can model each other really. In NLP terminology of modelling, it has got to be quite really deep.

Parlar highlighted his concern about a similar point by saying,

Modelling is basically, when I see students who are actually effective at doing something, I just ask them how they do it, how they memorize so that the rest of the students make use of these successful ones' strategies. Well, I think that a lot of students, even if you give them the strategies or ask them to model eachother, they don't use them. They sometimes blame the techniques for their lack of performance.

Modelling other successful people outside class.

As mentioned earlier in this section, participants make use of NLP modelling in three ways. Some of them ask their students to model them (the teacher), others ask their students to model eachother and some advise their students to do extensive reading to model successful people outside class. Güneş was the only participant who advised her students to do extensive reading outside class by suggesting that her students would benefit from reading books like *Seven Habits of Highly Effective People* or *Success at Work* by Richard Templer. Güneş

is also one of those participants who ask her students to model her as well as encouraging her students to model each other in writing lessons.

The applications of NLP modelling in language classrooms.

Many of the participants indicated that Modelling could be used effectively in both speaking and writing classes. For example, Güneş was one of the participants who used it in writing classes. Güneş said,

> I do modelling in my classes, if they have a writing assignment, I will do it myself and I will share wtih them exactly how I did it. …So I do it myself, give it out to students to see how I did it …in that way I'm the model. …. I always try to refer to the good models within their work so if for example they have this writing portfolio, I will say to somebody who is not so well-organised, 'would you please look at x, y, and z?, because they have got really good examples'. We talk to them how they do it.

Moreover, Yıldız was of the participants who thought NLP Modelling was effective in developing speaking skills, particularly pronunciation. She said,

> You can use modelling technique to develop oral fluency and pronunciation. They can model my body language to deal with the appropriacy of language, so if we are talking about sociolinguistic appropriacy, then things like nodding, using your hands, your body gestures…. all help.

Melek uses modelling like a speaking activity which she calls 'success stories' or 'circle of excellence.' In explaining this usage she said, "Not directly as modelling in NLP sense, but I always do help the students identify the success stories of eachother so that they can make use of it for themselves".

Anchoring.

Within the NLP literature, "Anchoring in NLP refers to the process of associating an internal response with some environmental or mental trigger, so that the response may be quickly and sometimes covertly reaccessed" (Dilts & DeLozier, 2000a, p. 29).

The mentality behind anchoring is that the teacher is not just giving information, (s)he is also providing stimuli that gets connected to the reference experiences of the learners, which should all necessitate the arrangement of the appropriate timing to do so (Dilts, 1999). Dilts sees anchoring as an influential means of recalling and retaining past learning experiences, and this is made possible by trying "to establish the association between an external cue or stimulus and an internal experience or state" (Dilts & DeLozier, 2000a, p. 9).

According to the way anchoring is interpreted by the interviewees of this current study, it is a tool for effective classroom management as well as a means of making teaching input more memorable. Parlar said, "Anchoring is basically a class control thing. For instance, knowing about anchoring made me be aware of where I stand in the classroom, really".

The researcher found out that eleven out of twelve participants of this study, use 'Anchoring'. Some use position anchoring, some use visual (colors, realia), auditory (music) and verbal anchors, like anchoring a positive state. Melek said,

> I do use anchoring a lot but the students don't know that I am using
> anchoring… when I stand beside the board with my boardmarker, they
> know that I am going to present something, so they all hush. That's position

anchoring. And I always remind them about the 'good old times' by saying "you remember we felt like this when we were doing this?" in order to call the positive and motivating feelings back.

Of the participants who use position anchoring as a classroom management tool Müge is the other example, and she said "In anchoring, there is the issue of arranging where you stand when you are giving assignments or explaining something new, you know, … but as I said before I was already careful about these before I got training on NLP".

In a similar vein Yıldız said,

> I use it very very much. I use position anchoring in the classroom.There is a place in the classroom where I always stand if I am giving them some theory or something very important…erm...using the blackboard in an organised manner is also anchoring. I don't write anything anywhere I like...so again I anchor by reminding students saying "don't forget! What was on the right hand side of the board?"

Nevertheless, Begüm expressed strongly that this position- anchoring made no sense to her, nor was it convincing and sensible. She said,

> No, I never use that, because I don't believe in it. Once I tried to use it with my students while I was trying to help them learn vocabulary.They had to think of some way to make it easier for them to remember it better but it didn't work out in the way I thought it would… As for position anchoring, I am not a dependable person in that sense, I mean, I can always explain something very important wherever I am standing at the time… Trying to

control all your body movements or the space you are going to use in class

is too restrictive and nonsense.

The applications of NLP anchoring in language classrooms.

Position anchoring, visual, auditory as well as verbal anchors are reported to

be useful as these various ways of anchoring, indicated in the previous section, are

said to have an important role in making learning memorable.

Güneş said,

I share myself doing a lot of my anchors...like my success anchor (she

presses her right hand with her left thumb) when I am doing a good

presentation or a good lesson, I am happy with it I do this and I take a

picture or if there is a time that I need to really concentrate I use my

concentrator anchor, so I share these with my students to get them do their

own.

Güneş explains the details of how she gets her students to anchor their own positive

states by saying,

Yesterday, in the lesson they were given back their writing exams and some

people did very well, so I asked them to anchor that. One person who

wasn't doing very well was a teacher yesterday morning and he was

brilliant at it he did really good preparation. So I got him to work out his

anchor for that so his anchor was kind of that (right fist up) for himself.

Güneş also cautioned about using position anchoring saying "I never give

homework, from the same place that I would discipline people, so try to isolate the

areas in your classroom so that there isn't an overlap…"

Anchoring is reported by the participants to be implemented as pre-writing

or pre-reading activity. Esra gives examples of other types of anchors she makes

use of in her classes by saying,

> …the other anchoring…where you anchor your resourceful state…if you
>
> feel down what triggers you? Is it a picture? Is it a music? What kind of
>
> anchors do you have? smell? perfume? I try to..especially, if I have an
>
> intensive course..at least once a week I use music in the classroom as a
>
> listening activity, filling in the blanks…sometimes I use it as a pre-stage for
>
> a writing activity, sometimes as a pre-stage for a reading activity…err…it
>
> depends on the mood of the class,…. and sometimes it is just for the sake of
>
> learning new vocabulary…

To sum up, anchoring, regardless of the ways it is implemented in class, is

said to have an important role in making learning memorable. However, only one

of the interviewees opposed to the usefulness and applicability of anchoring in

language classes.

The Art of Perceiving People through VAKOG.

Learning styles that students have in receiving and coding language input,

and the vast variety of strategies they use to make a new language input memorable

has been a popular and widely discussed issue in ELT. The fact that individual

students may have different preferences, styles and strategies for learning

languages has been studied and explained in detail by Ehrman and Oxford (1990),

and the characteristics of 'good learners' have been elaborated by Norton and

Toohey (2001). In NLP, however, VAKOG (Visual, Auditory, Kinesthetic,

Olfactory, Gustatory) goes beyond receiving information to include the whole

process of sensory modalities, such as input processing, storage, retrieval, and output (Dilts & DeLozier, 2000e).

According to the way VAKOG is interpreted by the interviewees of this current study, it is a tool for students to receive language input easily and recall it more efficiently. Parlar mentioned a misinterpretation about learning styles in NLP by saying,

> … NLP and learning styles-one of the biggest misrepresentations about NLP is that of learning styles-you know, getting people labelled into one learning style or the other-while NLP itself is sort of more specific in saying that you can develop your other senses as well.

The applications of VAKOG and related strategies in language classrooms.

The researcher found that all the participants of this study try to plan and deliver their lessons in such a way that the needs of the students with varying learning styles are catered to. The way each interviewee incorporates techniques that appeal to VAK learners differs. Six participants (Lale, Aydın, Begüm, Esra, Nazlı, and Müge) are satisfied with the extent to which modern cousebooks cater to students' VAKOG needs, and they feel no need to supplement the activities provided in those coursebooks. However the rest of the participants make an attempt to incorporate extra activities and techniques that enable their students to move from the level of receiving meaningful input to producing output. According to the participants, who are more experienced in NLP, there is the necessity for the teacher to adapt his/her teaching style according to the learning preferences of his/her students.

Parlar mentioned some techniques which are based on VAKOG, and he said,

> …whatever I do in class has links to VAKOG. For instance, so as to address all learning styles, I use Betty Erickson VAKOG 3-2-1, guided visualisation, and I believe it is good for relaxing people to help them say 'I can'. Doing things according to students' learning styles is also good for class management.

Visualisation.

From the NLP perspective, visualisation, which refers to the act of forming mental images, involves consciously directing the visual representational system by utilizing memories, fantasy or both (Dilts & DeLozier, 2000f).

Visualisation is a strategy that is used by all the participants of the current study. As for the way visualisation is applied in classes, it may have several forms as well as purposes. Some participants use visualisation as a pre-reading or pre-listening activity. Begüm is one of them. She said, "I use guided fantasy-I mean, guided visualisation in my classes as a warm up for a listening or reading text".

Lale told that she used visualization in a different way. She said "it helps set the ground for time-line activity, so I believe that we should be using it more than we do now". Lale is the participant who uses time-line activity with the aim of providing speaking production about the past, present, and future tenses. Moreover, Yıldız uses visualisation to make her presentations of language teaching more effective.

Aydın claims that visualisation works very well when practising grammar. She claims that visualisation, when integrated with reframing, pacing and leading

techniques, is useful for visual, auditory and kinesthetic learners. Aydın describes how she implements this in class, by saying,

> Ask students to close their eyes and think of their past regrets, then ask them to put those on to paper. Finally, ask them to fold the paper many times, and throw it in the rubbish bin. They (students) get the chance to practice past regret forms in grammar, as well as getting rid of the negative beliefs that lead to negative states.

Another example of how visualisation can be implemented for the purpose of teaching grammar is given by Güneş, who said,

> I can often use a visualisation, teaching the present perfect and say...“You've just come out the forest you're walking, you've just come to a lake, you've put your fingers in the lake and you spring your hands out, and water is dripping off and “your hands has got all wet”. You know I can use visualisation for a specific grammar item.

> There are also activities which are used as a combination of NLP Modelling, Visualisation and VAKOG. One of the participants, Güneş, raised this issue, claiming that the activity involves the visual, auditory, and kinesthetic learners by integrating listening, speaking, and reading skills. Güneş explains this activity by saying,

> …by using ghost reading, you visualise yourself being successful, use someone as a model and try to immitate them and, so the speaker is speaking, you've got the transcript and you have got to shadow him…some people call it shadow reading …for example you're using a model ... and make sure you have a picture of the main character in the reading text.

Banu uses visualisation technique; in particular, the synesthesia technique of NLP. Banu points out the importance of those by saying,

Synesthesia is a technique used in visualisation. It tells us how to make learning more effective by visualising the input conveyed. Anyway, as sensory channels are important in language teaching, addressing VAKOG through the way you teach is a crucial choice. I mean, the more our senses are alert, the easier it will be for us to store information in our memory systems.

Some participants pointed out that visualisation can be used as a means of addressing all learner styles, no matter whether they are visual, auditory or kinesthetic. Guided fantasy and visualisation techniques are good examples of that.

Meta-programs.

Meta-programs, which refer to non-conscious preferences for processing information that affect behaviours, is identified in the NLP literature as a technique that can be applied in any classroom setting for the personalisation of learning (Revell and Norman, 1999). "Meta-programs in NLP refer to non-conscious filters our brains habitually used to select relevant information from our sensory experience" (p. 64). Revell and Norman (1999) provide, among a variety of other NLP-based language teaching activities, an activity called know your meta-programs, by means of which they underline the fact that "once our brain finds a way of behaving that works, it tends to repeat it, so that it becomes a habit, or a program" (p. 97).

Seven of the participants indicated that they use Meta-programs in their teaching. As for specific questions to be asked in order to identify students' meta-programs, Güneş said,

> Work out... "Are you motivated towards things or away from failure?" so work out your meta-program, and according to your meta-program, you visualise yourself according to where you want to be, having achieved the assignment and hand it in there on time, and then move backwards. The first step is: see yourself in the motivating colors for yourself. Secondly: you may have an anchor to change your state and recall a successful experience of yours. Then, you may decide on your chant, your mantra, for example, focus, feel, finish up can be your mantra.

Some participants believe that awareness of one's students' meta-programs is beneficial, as it helps the teacher to arrange in-class tasks accordingly. Some participants use this information about students' meta-programs along with a visualisation activity in order to help students to set their own goals and achieve better results in improving their listening and reading skills.

Güneş' comments illustrate this:

> …try to find out about your own meta-programs… try to be aware of it… I do this with my students as part of a reading task… what we try to do is we try to loop things, so we put this information… give it across to students as part of their listening and reading skills development.

> Nazlı is one of the participants who identifies her students' meta-programs by using TOTE (test, operate, test, exit) model in NLP. More specifically, she said,

Some of us focus on details, some prefer to see the whole picture of something that we are intending to learn about so I try to present my lessons in such a way that my lesson goals and the content of what I aim to teach are clear for students with both preferences… At the beginning of each lesson I provide my students with my lesson outline and as I go along with the lesson, I inform them about the details. At the end, I assess our learning goals and make sure that the exit component of the TOTE model is accomplished once I make sure the lesson objectives are achieved.

Metaphors.

Metaphors refer to "any word or phrase which links one idea with another, shape the way we think about the world, and therefore, the way we behave in relation to it" (Revell & Norman, 1999, p.72). According to Revell and Norman, as extended metaphors in language classrooms, stories are useful in language teaching, because they enable students to make more sense of what they learn.

Some participants of this study suggest that metaphors be used as a pre-reading, pre-writing, and pre-listening activity. As an indicator of her support for using metaphors as a warm-up activity before a reading text Begüm said,

There was a unit in our coursebook about learning languages, and the reading text was about that. I wrote on the board "Learning English is like a __, because __" and asked my students to complete the sentence. Using metaphors such as chocolate helped students reframe their negative perceptions about language learning as well.

Moreover, Esra uses metaphors as a "break-state" tool, which refers to changing the negative moods of students. She said, "When I feel my students are bored, I tell

them to close their eyes and tell a mini story full of positive metaphors. It really helps".

Reframing.

Bandler and Grinder (1982) defined reframing as "changing a frame in which a person perceives events in order to change meaning" (p.2). Gerber and Reiff (1996) suggest that one's strengths should be identified in order to transform them to success experiences. Similarly, awareness of one's weaknesses helps him or her to make a conscious effort to mitigate them.

Analysis of the interview transcripts showed that ten out of twelve participants of this study use reframing and leading strategy in NLP. The interviewees not only defined reframing, but they described how the strategy can be implemented in class. Esra said,

> Reframing is used when students have a tendency to use some very negative
>
> words…like "I can't do that"…or like..."this is difficult" and I think
>
> ...especially as a teacher we need to reframe some sentences and some
>
> phrases to help the students see it from another perspective.

Nazlı said,

> I use reframing strategy particularly after I identify whether they have any
>
> inhibiting negative feelings about learning. Reframing is useful in cases
>
> when students have lack of self-esteem and determination for success. It is
>
> used to show students what their negative beliefs or learning anxiety stem
>
> from, so that they find their way around to overcome them.

Güneş was of the participants who explained how she used the reframing strategy in her classes. She said,

> I say, you have a choice, and you're capable of reframing how you see things- the reality isn't out there; we all create our own reality through our thoughts. We may have thought attacks, if we are really negative about things. And I try to get them to realize by saying "you can go for the present pleasure of not working, but then the future bigger pain- not having an assignment in, or having a low grade, or failing the course" with the present pain of having to be organised to get down and do the work for the future gain of getting everything done.

Güneş also uses reframing as a tool for helping her students to set learning goals for themselves. She said,

> So they work out, where they are, what they need to do and they all have to visualise it and see them successful. If they need to get there by a mantra, let them have a mantra and put the mantras on desks for example… on worksheets I put frames like "visualise the end product" "visualise the success that you will attain when the assignment is finished".

Eye-movements, brain-gym, Milton model, and TOTE.

Although eye-accessing cues, brain-gym, Milton model, and TOTE were not specifically mentioned in the interview questions, they were raised by some participants. As they are used in combination with some other NLP techniques or strategies, some of them have already been mentioned in this chapter.

Eye-accessing cues were reported to be used by nine of the participants in the study. Some participants use it to identify the primary representational systems,

whereby learners receive language input. Students' eye movements are also said to give hints about how they code what is being taught. When asked how they manage to observe individual students' eye-movements, Güneş replied that she does it when she sits back by assigning students a pairwork or groupwork task. However, participants' perceptions about the usefulness of eye-accessing cues were not consistent. Some participants believe that a student who looks at the top left corner might not always be trying to make up or create something in their imagination. Parlar uses eye-accessing cues as a means to catch his students' attention for an important point according to their learning styles. Parlar said,

Well, I don't use eye accession cues to evaluate learners. What I use this for is to grab the students' attention, when I am about to introduce the concept of learning styles and when they are doing learner styles questionnaires, which is sometimes in text books now, but what I do is I use it in order to introduce NLP and it is just a way of catching their attention. What I normally do is to get students to recall something in reality and invent something and I may be able to identify them.

Güneş said that she made frequent use of brain-gym with the belief that it is good for changing the emotional states of her students. She said "You know, you're in charge of what you think. You are the creator of your thoughts and therefore, through different techniques you can change your mind-set". As for the way Güneş used brain-gym, in a class with tired students, she made them jump on the desk.and she says "we all gave each other different challenges while standing on the desk…such as: can you touch the ceiling, …can you keep balance on one foot…So brain gym, things like your brain button, your thinking cap".

Güneş also uses brain-gym in combination with the notion of meta-programs in an NLP activity called 'leaving baggage.' She explained how she implements this activity in class by saying,

> … being aware of your own meta-programs-things like leaving baggage- if you are not in a happy position with yourself, you can't learn..if you've got lots of disturbing thoughts in your mind....and so coming in and being aware of your disturbing thoughts-write your disturbing thoughts or anything that upsets you on a piece of paper…scrap it up and throw it away or see those thoughts on a TV screen and turn-off the TV screen and see them go. Take some deep breath so it is changing states a lot. Actually this is what I use brain-gym for-changing states.

Lastly, according to six participants of this study, the Milton model has a very important role in helping students to identify what their weaknesses are. This is done by a technique called "Socratic questioning". Some of the participants claimed that the Socratic questioning technique, when followed up by reframing and leading, gives positive results in terms of changing the negative belief systems of students. To explain how this elicitation of the reality frees students from negative perceptions Yıldız said,

> …certain categories of language patterns can be problematic or ambiguous. Some students say: "English is so difficult" Actually, when he says this, he doesn't mean that the whole language is difficult. Then you ask him questions like what exactly is it that's difficult? Is it speaking?" and then in a way, the student starts to think, and then he says "No, it's not the spaeking

actually, I can't write" and then you specify what actually he means with this general, ambiguous sentence.

Negative perceptions about NLP techniques and strategies.

Although the NLP techniques, strategies, or models mentioned so far in this chapter are reported to be used by quite a majority of the participants, when asked about the extent to which they are used, some interviewees admitted to not using them very often.

In general, the participants' reasons for choosing not to make frequent use of NLP techniques and strategies in classes can be grouped into six categories. They are factors related to time constraints, physical constraints about classroom setting, the nature of NLP techniques and strategies, students' needs, students' expectations from the English classes, and students' perceptions towards NLP-based activities.

Within the interviews, there is a contradiction over the issue of time. Begüm, Müge, Lale, and Aydın implied that some NLP techniques and strategies are unrealistic, and that there was no need to spend the limited class time they had focusing on the psychological states of the students. However, this was strongly rejected by some other interviewees who believed that this was time well spent. Yıldız's statements can be taken as representative of those who think that time spent on lowering the affective barriers students may have is, in fact, time gained. Yıldız said,

> Your learners are real human beings with needs, and feelings, and emotions and you are there as a facilitator, as a guide, then of course you are going to appeal to their emotions, their meta-programs….If you are humanistic about

them, then it is worth taking time for people to motivate them to learn, and encourage them that they CAN do it.

Another reason why some NLP techniques and strategies are not so often chosen to be implemented in language teaching classes is due to the belief that the NLP-based language teaching activities, involving games, storytelling and drama, do not address undergraduate university students' needs. They suggest that this was because students demand more exam-oriented teaching due to the pressure to pass the language proficiency test which is held at the end of the preparatory year. Thus, according to some participants, teachers who use such NLP activities like drama, role-play and story-telling may be blamed for wasting the students' time with fun and games, rather than providing students with materials that are directly related to the proficiency exam. Aydın was of the participants who perceived that she was blamed by her students. She said,

> When I do such things (drama and storytelling) in these preparatory classes, students seem to be reluctant, mumbling and grumbling and sometimes saying "teacher, do you think we are still kids? Let's do some exercises for the midterm exam…." You know, I feel that I am blamed for not catering for their real needs in class!!

Therefore, according to the perceptions of some participants of this study, any teacher who attempts to use such motivating techniques in NLP may encounter some problems about catching up with the tight syllabus they have. These concerns with the time-constraints and students' demands towards a more exam-oriented teaching were pointed out by half of the total number of participants.

Müge said,

> We have some constraints to do with timing, curriculum, classroom setting,
> the uncomfortable chairs you know, crowded classrooms. I may not have
> time to observe each student in class, nor do I have any time to spare for
> extra-fun activities by leaving the exam issues aside. I don't have that much
> time really…There has to be some sort of flexibility in our existing
> syllabus…

Lale said,

> I cannot allocate adequate amount of time for production activities as such,
> because speaking is not tested in the exam….my students expect me to give
> them exam-based grammar exercises, and thus I try to meet their
> demands….what's more, if our coursebooks were not replaced by new ones
> every year, I would have had more opportunity to sit and think how best to
> incorporate NLP or other things in my teaching procedures.

> There were some participants who also mentioned students' attitudes

towards in-class activities which are not exam oriented. Parlar was one of them. He
said,

> I think that a lot of students are reticent that they are doing a lot of activities
> in class, but they don't think it is directly worthwile to their exam
> …erm…so I mean, for instance, in grammer type activity rather than
> communicative activities, so therefore it limits the type of things you can
> do.

Nazlı mentioned another limitation, specifically the time it takes to prepare an NLP-incorporated lesson. She noted, by saying, "Sometimes it takes so much time to plan my lesson by incorporating some NLP elements. For example, preparing mini stories to teach vocabulary…". However, despite this effort she says "Some of my students regard story-telling or drama as games that do not serve a serious purpose". There is a similar problem with NLP visualisation strategy. Parlar pointed out that visualisation technique does not work with Turkish students because, to him, teenagers tend to make fun of it, or they do not take it seriously.

When asked about the techniques that they do not prefer to use in class, eight participants pointed out that some NLP techniques, with hypnosis or psychotherapy roots, could not be applied by language teachers as they require more expertise on psychotherapy.
Can said,

> There are some psychotherapy-based techniques of NLP that I refused to be trained upon… I told my instructor that I did not intend to be a trainer to treat some psychologocical defects that people may have. It is not my job, and I do not want to take such a big responsibility in so doing.

Some interviewees also pointed out that NLP techniques and strategies that are based on hypnotherapy are not applicable in classrooms, since it is not the language teachers' responsibility, nor are they trained to hypnotize students for any teaching purpose. For example, Banu said,

> Of course there are some points that I oppose about the use of NLP in ELT classes. For instance, there are some NLP models based on Psychotherapy. As a teacher of English, I would not use NLP models based on

psychotherapy, because psychotherapy is not my job, not my profession, thus I never wanted to take the responsibility of healing or treating those ill-formed attitudes that people may have.

While expressing a similar sentiment Melek identified a specific technique (time-line therapy) that she found problematic by saying,

Of course there are some I do not use. Some are really on hypnotherapy, well actually they can be adjusted or adapted but it might be too sentimental for students. Activities like 'time-line', for instance, there are some traumatic effects of it, so I can't do it in class.

Yıldız had a nuanced view of this strategy. She admitted that it might have practical uses, but not for language teaching.

You see, NLP is so so so wide, of course there are things that I do not use, and I can't use in class, which I would use for mentoring and coaching. For example, time-line therapy...I can't use time-line therapy in class.

It should be highlighted here that Yıldız, who had more than fifteen years of NLP experience, perceived 'time-line technique' as a therapy-based strategy. Some other participants, such as Lale, Aydın, Begüm, interpreted it as a grammar practice activity. Leyla and Müge were of those participants who seemed to have a simplified view of the time-line strategy. Leyla said,

I ask my students to make sure that they visualise their past on the left side of the line. I draw on the board, and their future on the right. Then, I ask them to tell me about the incidents in their lives that could be regarded as a turning-point for them.

Müge, who has a similar view about the time-line activity in NLP, said, "I draw a line on the board, mark the past, present, future on it. This is good practice for the tenses in English".

In brief, they implement time-line by asking students to tell their classmates about the things they did in the past and the things they are planning to do in the future by imagining that they are walking on a time-line. This understanding of the time-line strategy is broadened in Melek's comments:

> In time-line technique, you hold the person and you walk on their time-line together and they remember the past or future projection or something like that, and the person doing it is really there, so for example: a sore childhood experience can come up, and you need to be sure that the person is not carried away, start crying or something like that. But that sort of an activity; I can't do it to students because of the traumatic effects of it. That's for therapy basically.

Nazlı also had some concerns about the time-line technique, and highlighted the fact that she was not trained in psychotherapy. "If I were to implement it (time-line) in class, I may not manage to get the student out of the bad state, so I do not trust myself".

Finally, there were some participants who pointed out the importance of the physical conditions of the classroom setting and the number of students in class. Nazlı said, "If only the desks in my classrooms were not fixed onto the floor. I would have had more opportunities to use NLP more often". Müge shared a similar belief by saying, "As most of the NLP strategies or techniques require U-shape seating, it is time consuming to move the students' desks accordingly, then, move

them back again". In brief, Müge, Nazlı, Aydın, and Parlar were the participants who mentioned that having to teach in a crowded class makes it difficult to use some NLP techniques and strategies.

The Specific Skills Addressed through the Use of NLP Strategies

Although the researcher set out to explore the language skills addressed through the use of NLP strategies and techniques, other skills concerning learning and teaching also emerged from the interviews. For this reason, the discussion of the specific skills addressed through the use of NLP strategies includes the skills whose importance has also been highlighted in the ELT literature identifying the learning environment as a significant factor in language learning (Finch, 2001; Fraser, 1986).

The researcher aimed to obtain data about the specific language skills addressed by NLP-trained language teachers through the use of NLP strategies by asking the following questions during the interviews she conducted.

- Are there any other NLP techniques that you find specifically useful for any particular skill?

- What do you think about the role of NLP in terms of teaching speaking skills?

- In what ways do the NLP techniques you have been taught help you in teaching English?

Table 6

Skills Addressed by NLP Strategies and Techniques.

The specific language skills addressed through the use of NLP strategies	The participants who were of the ideas listed (*n*: 12)
NLP as a tool supporting the development of language skills (L,S,R,W) - particularly the speaking skill	Melek, Güneş, Parlar, Banu, Can, Esra, Nazlı, Aydın (Total: 8)
NLP in developing skills for more effective presentations	Melek, Güneş, Yıldız, Banu, Can, Esra, Nazlı, Aydın (Total: 8)
NLP in helping students to set learning goals	Melek, Güneş, Yıldız, Parlar,Banu, Can,Esra, Nazlı, Müge, Aydın (Total: 10)
NLP in improving study skills	Melek, Güneş, Yıldız, Banu, Can, Müge,Aydın (Total:7)
NLP for better communication among teachers and students	Melek, Güneş, Yıldız, Banu, Can, Lale, Esra, Nazlı, Aydın (Total: 9)
NLP for willingness to participate in classroom activities	Melek, Güneş, Parlar, Banu, Can, Lale, Esra, Nazlı, Müge, Aydın (Total: 10)
NLP-helpful in building empathy	Melek, Güneş, Yıldız, Banu, Can (Total: 5)

NLP as an aid to increase motivation for learning	Melek, Güneş, Yıldız, Can, Begüm, Lale, Esra, Müge, Aydın (Total: 9)
NLP as an aid to make learning and teaching more memorable and effective	Melek, Güneş, Yıldız, Parlar, Banu, Can, Lale, Esra, Müge, Aydın (Total: 10)
NLP supporting teachers to develop effective teaching skills	Melek, Güneş, Yıldız, Banu, Can, Begüm, Müge, Aydın (Total: 8)
NLP as a tool to lessen discipline or classroom management problems	Melek, Güneş, Yıldız, Banu, Can, Esra, Aydın (Total: 7)
NLP supporting teachers to build rapport	Melek, Güneş, Yıldız, Parlar, Banu, Can, Esra, Nazlı, Aydın (Total: 9)

In view of the literature identifying the learning environment as a significant factor in language learning (Finch, 2001; Fraser, 1986), it was assumed that positive attitude change would occur most notably in a learning environment which: a) was non-threatening; b) promoted confidence and self-esteem; c) promoted intrinsic motivation; and d) encouraged learners to take responsibility for achievement and assessment of learning.

In establishing an ideal classroom environment, there are three dimensions. These involve teacher-student relationship dimension, personal development dimension, and system maintenance dimension (Fraser, 1998). According to the information derived from the interview transcripts of this study, most participants claim that several NLP techniques, strategies, and models contribute to the establishment of a positive classroom atmosphere. The issue of teacher-student relationship dimension and personal development dimension is claimed to be supported by the success and communication models in NLP. Esra pointed out the issue of teacher-student relationship by saying,

> NLP techniques help to create a very positive classroom atmosphere…and in such an atmosphere where there are no barriers and there are no affective constraints, you are right by supposing that the students do participate better in classroom activities.

Banu highlighted how some NLP strategies help improve the teacher-student relationship by saying,

> I make use of NLP success models, particulary TOTE, as a guide to solving problems, setting goals, lesson planning. The Milton model is very supportive in terms of helping the teacher adapt his classroom discourse and use effective words to help students feel confident and motivated in class. How? Being aware of my students' meta-programs and learning style preferences help a great deal to build rapport. Also meta-models are very useful to enhance my communication skills with my colleagues as well as with my students.

Banu also pointed out how important professional development was for a teacher by saying,

> As language teachers, we should not be limiting ourselves with NLP
> principles and models only. If you want to be out of the box, you should
> read as much as possible to find different ways of appealing to students
> senses, I mean all sensory channels. Only by this way what you teach will
> be retained in the long-term memory. Let alone your positive relationships
> with your students.

> Another issue raised in the interviews was lowering students' anxiety levels.

Melek said,

> It helps a great deal to lower affective filters, I think, NLP does a lot in
> terms of anxiety. They are scared of speaking in English while learning
> grammar or vocabulary. NLP is good for lowering anxiety levels and
> motivation.

Can agreed on NLP's role in lowering affective filters, and she highlighted the role of reframing and leading strategies, and Socratic questioning used within The Milton Model in NLP to do this. She added that embedded questioning strategies help teachers a great deal to solve problems, by supporting their students to identify their weaknesses and solve them. Can said,

> In NLP there is this issue of effective questioning strategies, which lead
> people to think in a logical manner by asking others or to himself Socratic
> questions. This type of questioning technique frees people from their
> negative thoughts and beliefs that limit and restrict them. You know belief
> is very important. You actualize whatever you believe, because the mind

has a limitless potential. So once we get rid of those inhibiting thoughts and

beliefs, we can achieve all our goals.

The benefits of SCORE and TOTE were also pointed out by some

participants of the current study. In the SCORE strategy, the instructor asks

students to verbalize their fears (Symptoms), and then asks them to write them on

the board to verbalise the causes (Causes). In this way students can see they are not

alone in their anxieties, and thus they may support each other (Outcomes & Effects

& Result) (Young, 1991).

In discussing the role of TOTE in helping students to overcome their anxieties,

Melek said,

> In preparatory classes the students have lots of problems, and I believe
>
> anybody with negative matters in his mind cannot learn effectively, so I use
>
> TOTE, and effective questioning strategies to figure out those problems and
>
> then employ reframing and leading strategies to help students transform
>
> those negative feelings to positive ones.

Another topic that emerged during the interviews was motivation. Several

interviewees mentioned that learners' engagement in tasks implemented in class

may serve to affect their motivation in a positive way. Güneş pointed out that

language teachers' primary responsibility should be motivating learners, and this

can be achieved through the use of humanistic approaches to language teaching.

She said,

> …so anybody who is intending to be a good teacher should be careful about
>
> such things … any humanistic approach to teaching caters to such needs
>
> and positive reinforcement… you know that's again an NLP technique…

you need praise, you need recognition and involvement, so one of those

things that are humanistic are those things that are NLP…

Güneş also explained some ways of helping students gain more positive attitudes towards their learning process. She said,

…for their motivation, and positive beliefs about learning, on the board,

when I always put my big picture, my agenda of what we're doing today, I

start off with something like TODAY'S SUCCESS WITH… , BY THE

END OF TODAY WE WILL BE GOOD AT… , so something positive.

In addition to discussing and identifying the role of NLP in creating a positive classroom environment, many of the interviewees also talked about NLP's role in developing specific skills. Güneş pointed out specific teaching and learning skills addressed through NLP by saying,

As for the skills it (NLP) mainly helps with, I'd say actually it helps with

the soft skills, the transferable skills that everyone needs for life, such as

self motivation, goal setting, active listening skills, negotiating. Being a

good teacher is being aware of what's happening in the class every minute

and basically, NLP is just helping you be more aware of people's tones your

own tone, your eye movements, your standing, your body stance.

Yıldız also highligted the importance of NLP in developing teaching skills by saying,

The second general area of NLP is your rapport in the classroom, your

communication with your learners, and again how do you build emphathy,

rapport, or understanding listening skills, classroom management, dealing

with discipline problems, and…errr…being flexible: and I'd call that the flexibility factor may be, so mentoring skills.

According to the information received from the participants of this study, NLP also helps teachers to provide memorable input to learners. Banu claimed that sending strong signals to students' brains is essential, and this can be achieved by considering students' visual, auditory, and kinesthetic filters, so as to make learning more memorable. Banu highlighted the importance of caring about how the language input is given in language classes by saying,

> …as language teachers…the better we manage to represent the 'outside world' inside, the more memorable the language input will be for our students….There are some pictures, videos, clips, and sounds already existing in our brains…

Banu went on to describe what is referred to in the NLP literature as the communication model, and she continued,

> It is indicated in NLP Communication Model that the input received from the outer world is processed in the brain through a sort of filtering system. The input is shaped, or filtered by our own knowledge and experiences and then our first impression, or perceptions about that input is formed by means of the interaction of the mind and the body. Later on, these perceptions are transformed into verbal and non-verbal behavior and reflected to the outer world by means of the language we use.

Banu pointed out that there are some techniques in NLP that may serve to increase the effectiveness and memorability of what is taught in class. Banu mentioned two techniques by saying,

In NLP terminology, "analog marking" and "digital marking" are the techniques that are used by effective communicators. The importance of emphasizing the input through the use of body language, voice, stress, and the choice of words to be used are emphasized by these two techniques, which I advise language teachers to make use of in their classes.

Finally, it has been pointed out by most participants of this study that NLP has a positive influence on the development of language skills such as listening, speaking, reading, writing, vocabulary learning, and delivering effective presentations. For example, Yıldız highlighted that NLP helps the teacher give effective presentations in class by saying,

> NLP provides more effective presentation of language or teaching, so using VAK and anchoring techniques in the classroom, using body language and voice effectively. That's one sort of major area. How to use NLP to become a better presenter of something; whatever you're presenting, so that what you're doing is more meaningful, using your body, your voice, your eyes, using different positioning in the classroom, using visuals and making the teaching more memorable.

In his interview Parlar discussed the specific language skills that NLP helps students to develop. He said,

> …in terms of listening, reading, speaking, writing skills if I consider which one NLP works best in, I think, it has its application to all, because I think there is a spelling technique which can be applicable certainly if you re-shape things in your mind, auditory is gonna be better.

Conclusion

In this chapter, data analysis procedures, information about the participants of this study, as well as the eligibility criteria, were presented. This chapter also discussed the qualitative analysis of the data from the twelve experienced ELT practitioners in relationship to the three research questions.

In the next chapter, the findings and implications of the study will be presented in the light of what the analysis revealed. The limitations of the study and suggestions for further studies will also be introduced.

CHAPTER V: CONCLUSION

Introduction

This qualitative research study explored 12 NLP-trained ELT practitioners' perceptions about the role of NLP in ELT. The study, whose data collection procedure involved semi-structured interviews, particularly investigated the NLP strategies and techniques that are preferred by the NLP-trained language teaching practitioners, in addition to exploring the language skills that are addressed by means of NLP. This research study also examines the reasons why some NLP techniques and strategies are seen as useful while others are not in teaching a foreign language.

The following questions were posed for this study:

1. What are the perceptions of NLP-trained language teachers about the role of NLP in ELT classrooms?

2. What techniques and strategies do NLP-trained language teachers choose to use or not use in their classes? Why?

3. What specific language skills are addressed by NLP-trained language teachers through the use of NLP strategies?

For the purpose of providing answers to the research questions, semi-structured interviews were conducted with 12 current practitioners of ELT, all of whom held certificates on NLP ranging from NLP Practitioner to NLP Master Trainer certificates.

This chapter discusses the findings of the study, implications of the study for ELT, and limitations of the study. Suggestions for further studies and conclusion will also be presented in the last section of the chapter.

Discussion of the Findings

According to the results of qualitative data, which were derived from the analysis of interview transcripts, for many participants it seemed that NLP is not a set of small-scale teaching techniques, but a broad system of communication that draw on a number of disciplines. Majority of the participants perceived NLP not as a teaching approach, but a philosophy, the principles of which are applicable to any setting that involves human interaction. Furthermore, the perceptions of most interviewees revealed that NLP includes many elements that are present in many humanistic approaches in language teaching. On the other hand, there are some concerns over the fact that NLP has been commercialized.

Communication apprehension and fear of negative evaluation are important parts of foreign language anxiety and have an adverse effect on students' language learning (Horwitz et al., 1991). In the NLP literature considerable number of studies has focused on some ways of lowering language learning anxiety (Daupert, 1986; DelaMora, 2008; Helm, 1991, 2009; Pagano, 2007; Skinner & Croft, 2009; Winch, 2005). Gardner (1980) illustrated the importance of affective variables on language learning by saying, "If the demonstrated relations between affective variables and second language achievement were discounted, the result would be a considerable loss to our understanding of second language learning and the role played by social factors" (p. 269). The interviewees of this study reinforced this

point. In the interviews, the NLP techniques and strategies, such as anchoring, visualisation and metaphors, were identified to help lower students' anxiety levels.

Another theme that emerged from the interviews was specific strategies that were perceived to change students' perceptions of language learning. Learners' task engagement has correlations with motivational variables, such as attitudes towards the L2 task, linguistic self confidence, attitudes towards the English course (Dörnyei & Kormos, 2000). The findings of this study offer some suggested techniques that language teachers can use to help their students gain more positive attitudes towards their learning process. In the ELT literature, negative emotions have been identified as detrimental to learning (Ehrman & Oxford, 1990), and positive beliefs can compensate for limited ability (Mori, 1999). According to the interviewees of this study, the role of the Milton model, reframing and leading strategies, as well as TOTE in NLP may be useful in helping learners identify their negative beliefs about learning the language. They also help transfer those negatives into positive beliefs that enable them to achieve the tasks provided.

Past success in language learning can lead to the belief that the learner will be successful (Schmidt, 1996). The anchoring strategy in NLP is stated by the interviewees to be supportive of learners in recalling times when they successfully managed to handle L2 tasks. This act of recalling is claimed to be influential in conditioning the mind to trigger behavioural patterns to achieve the best results in current tasks. Another benefit of anchoring is that it is helpful to make the previously taught language items more memorable.

Another topic that emerged during the interviews was motivation. Language games with an emphasis on problem-solving are an effective way to create interest,

motivate students, encourage participation and reduce language anxiety (Young, 1991). However, the findings derived from the perceptions of the interviewees of this study revealed that their students are much more motivated by exam-based language learning tasks. For this reason, games and stories seem to neither motivate them, nor encourage their willingness to participate. Learners' task engagement has correlations with motivational variables (Dörnyei & Kormos, 2000). The findings of this study offer some suggested techniques that language teachers can use to increase students' motivation. According to the interviewees, determining the learning styles of learners (VAK), and exploring their meta-programs can help guide the language teacher to design their lessons accordingly. It is also noted that, high expectations of success ensure more involvement in the task and persistence in the face of difficulty (MacIntyre et al., 2003). Thus, perceived competence or lack of it, play an important role on WTC (willingness to communicate). As the variables of language anxiety and perceived competence function like a filter through which instruction passes, the findings of the study suggest that certain strategies, such as visualisation, and brain-gym, and circle of excellence, may be useful in encouraging learners to raise their expectations about their learning processes.

Students are more motivated and successful when autonomy is encouraged (Noels, Pelletier, and Vallerand, 2000). NLP modelling strategy is perceived by the interviewees to be useful in helping students learn how to learn. More specifically, modelling enhances learners' study skills and goal setting techniques, as well as developing their listening, speaking, reading, and writing skills. According to the information received from the interviewees, modelling, visualisation, guided

fantasy, metaphors (especially used in stories and games) in NLP are useful in enhancing language skills and vocabulary learning skills.

Implications

The results of the study show that participants in the study identified several strategies within NLP that they perceive ensure a positive classroom atmosphere, enhance communication among teachers and students, increasing willingness to participate in language learning tasks held in class, and lowering students' likely affective barriers towards L2.

In brief, the study specifically contributes to the literature of ELT by suggesting potential ways for teachers to increase the willingness of students to take part in class activities. Additionally, these NLP strategies may assist teachers in establishing rapport and ensuring a positive classroom environment.

The findings of this study may be of particular relevance to the university administrators who wish to improve student language learning outcomes. For this goal to be attained, they may wish to include in-service training programs which address NLP principles and strategies. Curriculum designers may also wish to incorporate NLP strategies into the EAP or EFL curriculum.

To sum up, the problems that Turkish university students have, in terms of reticence to take part in class activities, as well as their language learning anxiety, point to the necessity of change in the way language teaching classes are delivered, the manner in which teachers are trained, and the materials with which they are taught. This study suggests that the NLP techniques and strategies may be useful in addressing these issues.

Limitations of the Study

The main limitation of the study is the number of the participants interviewed, which was limited to a dozen interviewees. This was due to the restrictive two-fold criteria in the selection of the interviewees for the research. Although the researcher received responses from highly qualified potential interviewees, they were not included in the study, because they were either teaching undergraduate or post-graduate students from ELT departments of various universities. In other words, they were not currently teaching English. Despite this limitation with the number of participants, there was a great deal of unity among the responses received, which led the researcher to believe that the findings of the study would not have been much different if more participants had been interviewed.

Another limitation of the study is that the findings of the study are only dependent upon the interviewees' perceptions about NLP techniques and strategies that have been identified to be influential in enhancing learning and teaching skills. This study does not examine the effects of those NLP strategies and techniques through the observation of classes where language is taught. However, it should be noted that measuring the anxiety and motivation levels of students and coming to the conclusion that this was ensured only through the use of NLP techniques, strategies, and NLP models would be far too biased. This is because positive trends of those variables may depend on other factors. Besides, it is almost impossible to see observable changes in the motivation and low anxiety levels of language learners by implementing NLP in a limited time period. Thus, the researcher of this study suggests that further studies be ethnographic ones, involving several steps.

The first step should involve providing in-depth training of NLP for the teachers in the experimental groups, and making sure that they do not regard NLP as a set of simplistic language teaching activities. The second step would be to observe classes where NLP is implemented for at least one semester.

The fact that the researcher, being an experienced English language instructor, was not NLP-trained may be regarded as the final limitation of the study.

Suggestions for Further Research

This study suggests a number of directions for further research related to this topic. First of all, as motivation, willingness to participate, and anxiety are essential in ensuring a positive classroom environment, an ongoing evaluation of the learners' perceptions of NLP techniques and strategies, such as modelling, anchoring, reframing, visualisation, circle of excellence, brain-gym, as well as pacing and leading, might be useful to provide further insight to EFL teachers on humanistic approaches to language teaching.

A second research area would be to expand this study by conducting video-recorded classroom observations, so as to have a more concrete picture of how NLP techniques, strategies, and models are implemented in classrooms.

A third research direction may be on how NLP strategies may support learner autonomy in educational settings, as the present research has suggested important ways to enhance students' goal setting, study skills, and individual learning strategies.

Conclusion

This qualitative research study explored the role of NLP in ELT by gathering information about the perceptions of language teaching practitioners trained in NLP. Based upon the collective perceptions of the interviewees in this study, it can be concluded that NLP contains a great deal of 'working' elements common to the established methods in ELT.

As for the NLP techniques, strategies and models which are said to be influential in language teaching classes, some are perceived to be effective in ensuring a positive classroom atmosphere. Some others are believed to support learners to lower their likely affective barriers and increase their motivation for learning. There are also some NLP techniques that help learners to enhance their learning skills.

Although it is not possible to label NLP as a language teaching methodology, this study suggests that NLP has considerable contributions to make in ELT classrooms.

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APPENDIX A.

INFORMATION ABOUT THE PARTICIPANTS OF THE STUDY

participants' pseudonyms	AGE	current employment status & title	current employment (name of the institution)	Bachelors major	MA	PhD	years of language teaching experience	years of interest and familiarity in NLP	certificate(s) held in NLP
Melek	36	TRAINER & ELT INSTRUCTOR	BAŞKENT UNIVERSITY (ANKARA)	Literature	ELT	X	12	7	NLP Practitioner / NLP Master Practitioner
Güneş	41	TRAINER & ELT INSTRUCTOR	SABANCI UNIVERSITY (ISTANBUL)	ELT	ELT	ELT	25	10	NLP Practitioner / NLP Master Practitioner
Yıldız	54	TRAINER & ELT INSTRUCTOR	BAHÇEŞEHİR PRIVATE SCHOOLS & BAHÇEŞEHİR UNIVERSITY	ELT	ELT	X	34	15	NLP Practitioner / NLP Master Practitioner / NLP Trainer
Parlar	40	TRAINER & ELT INSTRUCTOR	BOĞAZİÇİ UNIVERSITY	ELT	ELT	X	20	10	NLP Practitioner / NLP Master Practitioner / NLP Trainer / NLP Master Trainer
Banu	47	TRAINER & ELT INSTRUCTOR	ŞİŞLİ TERAKKİ PRIVATE SCHOOLS (ISTANBUL)	LINGUISTICS	ELT	ELT	28	19	NLP Practitioner / NLP Master Practitioner / NLP Trainer / NLP Master Trainer
Can	50	TRAINER & ELT INSTRUCTOR	runs her own language institution	LINGUISTICS	LINGUISTICS	ELT	27	12	NLP Practitioner / NLP Master Practitioner / NLP Trainer / NLP Master Trainer
Begüm	47	TRAINER & ELT INSTRUCTOR	ÖZYEĞİN UNIVERSITY (ISTANBUL)	ELT	ELT	X	23	9	Certificate of Attendance received at NLP courses held by Ministry of Education

APPENDIX A.

INFORMATION ABOUT THE PARTICIPANTS OF THE STUDY

participants' pseudonyms	AGE	current employment status & title	current employment (name of the institution)	Bachelors major	MA	PhD major	years of language teaching experience	years of interest and familiarity in NLP	Certificate(s) held in NLP
Lale	32	ELT INSTRUCTOR	METU NORTH CYPRUS CAMPUS	LINGUISTICS	ELT	X	8	4	Certificate of Attendance received at NLP courses held by Ministry of Education
Esra	33	ELT INSTRUCTOR	LONDON	ELT	ELT	NLP in ELT	17	10	NLP Practitioner
Nazlı	30	ELT INSTRUCTOR	HACETTEPE UNIVERSITY	ENGLISH LITERATURE	ELT	LINGUISTICS	15	7	NLP Practitioner NLP Master Practitioner
Müge	47	ELT INSTRUCTOR	ANKARA ATATURK ANATOLIAN HIGH SCHOOL	LINGUISTICS	ELT	X	15	8	Certificate of Attendance received at NLP courses held by Ministry of Education
Aydın	31	ELT INSTRUCTOR	BAŞKENT UNIVERSITY (ANKARA)	TRANSLATION	ELT	X	8	2	Certificate of Attendance received at NLP courses held by Ministry of Education

APPENDIX B.

Interview Questions (in English and Turkish)

General Questions about the Interviewee's Professional Background

1. How long have you been teaching English?

   Kaç yıldır İngilizce öğretiyorsunuz?

2. What are the degrees/certificates you hold in the field of ELT?

   İngilizce Dil Öğretimiyle ilgili olarak hangi

   dereceleriniz/sertifikalarınız var?

3. What is your BcS / MA / PhD major?

   Lisansınız/Yüksek Lisansınız/Doktoranız hangi alanda?

4. How long have you been interested in NLP?

   NLP'ye ne zamandır ilgi duyuyorsunuz?

5. Have you received training on NLP? If so, What are the certificates you

   hold in the field of NLP? **NLP üzerine eğitim aldınız mı? Aldıysanız,**

   NLP alanındaki sertifikalarınızı sayar mısınız?

6. Have you ever attended a workshop/seminar on NLP? If so, do you

   remember when it was? Do you think it was beneficial? If you think so,

   why? If not, why not?

APPENDIX B.

Interview Questions (in English and Turkish)

NLP üzerine herhangi bir çalıştaya/seminere katıldınız mı?

Katıldıysanız, ne zaman olduğunu hatırlıyor musunuz? Yararlı

olduğunu düşünüyor musunuz? Düşünüyorsanız, neden?

Düşünmüyorsanız, neden olmadı?

<u>Questions Directly Addressing the Research Questions</u>

1) To what extent do you make use of NLP techniques when you are

   teaching English?

İngilizceyi öğretirken NLP tekniklerinden ne ölçüde

yararlanıyorsunuz?

2) Have you used NLP strategies such as Modelling, Anchoring, VAK,

   Reframing, Meta-programmes in your classes while teaching English?

   'Modelleme', 'Çapa Atma', 'GİD' (Görsel, İşitsel, Dokunsal),

   'Yeniden Çerçeveleme' ve 'Metaprogramlar' gibi NLP'de

   kullanılan stratejileri sınıflarınızda İngilizce öğretirken kullandınız

   mı?

3) Are there any other NLP techniques that you find specifically useful for

   any particular skill?

   Belirli bir beceri için sizin özellikle yararlı olduğunu düşündüğünüz

   başka NLP teknikleri var mı?

APPENDIX B.

Interview Questions (in English and Turkish)

a) What do you think about the role of NLP in terms of teaching speaking skills?

Konuşma becerisinin öğretilmesinde NLP tekniklerinin rolü üzerine ne düşünüyorsunuz?

4) There seem to be some NLP techniques that you do not use or rarely use. Could you tell me about the reasons behind this choice of yours?

Sanki kullanmadığınız ya da nadiren kullandığınız NLP teknikleri var gibi. Bu konudaki seçimlerinizin altındaki nedenleri açıklar mısınız?

5) In general, do you feel that the use of NLP is beneficial in the classrooms where English is taught?

Genelde, İngilizcenin öğretildiği sınıflarda NLP'nin kullanılmasını yararlı buluyor musunuz?

6) Do you have any particular concerns about the use of NLP techniques in ELT classes?

İngilizce Dil Öğretimi sınıflarında NLP tekniklerinin kullanımı konusunda belirli endişeleriniz var mı?

APPENDIX B.

Interview Questions (in English and Turkish)

7) In what ways do the NLP techniques you have been taught help you in teaching English?

   Size öğretilen NLP teknikleri İngilizce öğretirken size ne ölçüde yardımcı oluyor?

8) Would you recommend NLP training to your colleagues?

   Meslektaşlarınıza NLP eğitimini önerir miydiniz?

APPENDIX C.

An Extract of One of the 12 Interview Transcripts

Birebir NLP Teknikleri dememek lazım. Çünkü NLP tekniklerini de neticede biz öğretmenler, yani bizler yaratıyoruz. NLP' nin aslı good work'tür, değil mi? Ben Harward'a gittiğimde şu an Howard Gardner'ın bir good work projesi var onu da araştırmanızı isterim. Birebir good work projesi NLP' nin modelleme projesidir. Şimdi NLP' nin aslı modellemektir. Neyi modellemek. İyi örnekleri modellemek. Öyle değil mi? O zaman NLP' nin XYZ tekniklerinden ben bahsedemem. Zaten bunu içselleştirmiş bir eğitimci de tekniklerden bahsetmez, prensiplerden bahseder. NLP' nin prensipleri benim için önemlidir. Belli başlı 15-16 tane çok inandığım prensip vardır. Bu da biri bize bir şey yapabiliyorsa bunu herkes yapabilir. Buda bana neyi gösterir; onlar içselleştirilir, teknikler önemli değildir. Çünkü her gün yepyeni çok güzel bir teknik kullanabilirsiniz. O yüzden ben hiç tekniklere takılmam. Zaten bu, gerçekten iyi eğitim almış ve bunu kişiselleştirmiş kişi de tekniklerden söz etmez. Benim aldığım eğitimlerde hep bu bize lanse edildi. Denildi ki, ''sizlerde yarın gidip kendi alanınızda çok iyi çalışmalar yaratacaksınız ve bu çalışmalar modellenecek''. NLP modellemedir. İyi çalışmaları birbirinden …. ()

……………………

Well actually I'd rather not call those (items concerned with the second Research question) as NLP techniques, after all, we, as language teachers, may have a tendency to put together certain things as techniques. The core of NLP is 'good work' and modeling whatever is good.When I was in Harvard there is this 'GOOD WORK' Project carried out by Howard Gardener, who established this

Project by modeling the principles and models of NLP. This brings us to the point that I cannot talk about the x,y,z techniques of NLP, and nobody who has internalised NLP, and who has received quality training in NLP would to that! We can only highlight the15-16 presuppositions in NLP. Why? There are many new techniques used all around, and if you use your technique that you adapted one day, that is good enough to be modelled, your technique is likely to be modelled to form established strategies, which will, in the long run, turn out to be accepted as a model in NLP.

APPENDIX D.

Data Analysis Record Sheet

THE LIST OF PARTICIPANTS' PSEUDONYMS	
P.1. MELEK P.2. GÜNEŞ P.3. YILDIZ P.4. PARLAR P.5. BANU P.6. CAN P.7. BEGÜM P.8. LALE P.9. ESRA P.10. NAZLI P.11. MÜGE P.12. AYDIN	
RECURRING IDEAS	**the participants who were of the ideas indicated**
CODES ADDRESSING RQ 1: NLP-TRAINED PRACTITIONERS' PERCEPTIONS ABOUT NLP	
THE NATURE OF NLP INVOLVING THE FUNDAMENTAL ELEMENTS OF MOST LANGUAGE TEACHING APPROACHES	1,2,3,4,5,6,7,8,9,10,12
NLP INVOLVING DIFFERENT NAMES GIVEN TO TECHNIQUES ALREADY BEING USED IN CLASS	1,2,3,4,6,7,8,9,10,11,12
NLP AS A PHILOSOPHY THAT NEEDS TO BE INTERNALISED-NOT A SET OF USEFUL TECHNIQUES IN EFL	1,2,3,4,5,6,9,10
NLP INVOLVING PSYCHOTHERAPY-BASED TECHNIQUES-REQUIRES EXPERTISE ON PSYCHOLOGY	1,3,4,5,8,10,11
NLP BEING COMMERCIALISED	1,4,5,6,7,8,9
NLP AS A TOOL TO BE INCORPORATED INTO TEACHING-NOT A TEACHING METHODOLOGY	1,2,3,4,5,6,9,10

APPENDIX D.

Data Analysis Record Sheet

FINDINGS ADDRESSING RQ. 2: THE LIST OF NLP TECHNIQUES AND STRATEGIES USED BY NLP-TRAINED PRACTITIONERS OF ELT	the participants who reported to be making use of these NLP strategies and techniques indicated
MODELLING	1,2,3,4,5,6,7,8,9,10,12
VAKOG	1,2,3,4,5,6,7,8,9,10,11,12
ANCHORING	1,2,3,4,5,6,8,9,10,11,12
REFRAMING	1,2,3,4,5,6,8,9,10,12
META-PROGRAMS	1,2,3,4,5,6,10
VISUALISATION	1,2,3,4,5,6,7,8,9,10,11,12
MILTON MODEL (socratic questioning)	1,2,3,5,6,9
METAPHORS	1,2,3,5,6,7,9,12
EYE-ACCESSING CUES	1,2,3,4,5,6,9,10,12
BRAIN-GYM	2,3,5
TIMELINE	1,3,6,7,9,10,11 (non-users) 2,4,8,12 (users)
TOTE	1,2,5,6,10
CIRCLE OF EXCELLENCE	1,2,3,6

APPENDIX D.

Data Analysis Record Sheet

FINDINGS ADDRESSING RQ. 3: THE SKILLS NLP AIMS TO ENHANCE	the participants who indicated their perceptions about the skills addressed by NLP strategies and techniques
NLP as a tool for supporting the development of language skills (L,S,R,W) particularly the speaking skill	1,2,4,5,6,9,10,12
NLP developing skills for more effective presentations	1,2,3,5,6,9,10,12
NLP in helping students to set learning goals	1,2,3,4,5,6,9,10,11,12
NLP in improving study skills	1,2,3,5,6,11,12
NLP for better communication among teachers and students	1,2,3,5,6,8,9,10,12
NLP for willingness to participate in classroom activities	1,2,4,5,6,8,9,10,11,12
NLP-helpful in building empathy	1,2,3,5,6
NLP as an aid to increase motivation for learning	1,2,3,5,6,7,8,9,11,12
NLP as an aid to make learning and teaching more memorable and effective	1,2,3,4,5,6,8,9,11,12
NLP supporting teachers to develop effective teaching skills	1,2,3,5,6,7,9,11,12