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EFFECTIVE WAYS OF TEACHING AND LEARNING
ENGLISH THROUGH NLP TECHNIQUES

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ÖZET

Bu araştırma, NLP tekniklerini ortaya koyarak İngilizce'yi etkin bir şekilde öğretmek için yapılmıştır. Birinci bölüm, araştırmanın özet ve gerekli mantık temelini sağlamak amacıyla araştırmanın problemini, problemin geçmişini yani dayandığı temel noktaları, amacını, varsayımlarını, araştırma sorularını, kapsamını ve sınırlarını, veri toplama yöntemlerini ortaya koymaktadır.

İkinci bölüm, araştırmanın konusuyla ilgili alan yazını altı temel alt bölümü sunmaktadır. Alan yazının ilk alt bölümü NLP'nin kısa tarihçesine, ikinci alt bölümü NLP'nin tanımına değinmektedir. Üçüncü, dördüncü ve beşinci alt bölümler ise NLP'nin teorileriyle ilgili bilgi vermektedir. Altıncı bölüm NLP'nin üstünde büyük bir etkisi olan birkaç İnsancıl Yaklaşımı incelemektedir.

Üçüncü bölümde, araştırma soruları, NLP'nin uygulama ve yöntemleri, İngilizce'nin öğretiminde kullanılan birkaç önemli NLP tekniklerine değinilmiştir. Veri çözümlemesi sayısal biçimde bir tablo içinde yapılmıştır ve araştırma sonuçları da betimsel bir tarzda değerlendirilmiş ve yorumlanmıştır.

Dördüncü bölüm, araştırmanın kısa bir özetini ve araştırmanın sonuçlarından elde edilen önerileri kapsamaktadır. Son olarak bu araştırma iki ek içerir. Ek 1; duyu tarzları ile ilgili anketi ve bu anketle ilgili cevapları göstermektedir., Ek 2 ise; sınıfta kullanılan aktiviteleri göstermektedir.

ABSTRACT

This study has been carried out to probe into the techniques which are used in order to teach English in an effective way. The first chapter introduces the background of the study, problem, aim, purpose, hypothesis, research questions, scope and limitations of the study to provide both a brief rationale and necessary background for the study.

The second chapter presents a review of the literature relevant to the subject in six major sub-headings. The first sub-heading of the review deals with a brief history of NLP, the second one deals with the definition of NLP, the third, the fourth and the fifth sub-headings give information about the theoretical background in NLP, and finally the sixth sub-heading looks into some Humanistic Approaches which have a great influence on NLP.

In the third chapter, the research questions, participants, procedures and some important NLP techniques have been presented of an introductory questionnaire illustrated. The data analysis has been illustrated numerically in a chart and the results have been evaluated and interpreted in a descriptive way.

The fourth chapter contains a brief summary of the research and offers suggestions related to the results of the research. The study ends with four appendices. Appendix 1 displays the questionnaire about sensory styles. Appendix 2 contains the texts of two activities used in the classroom.

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CHAPTER I

INTRODUCTION

The first chapter presents the background to the study, statement of problem, the aim of the study, purpose and hypothesis, scope and limitations, and finally data collection techniques.

1.1 Background to the Study

Learning is a kind of process which includes developing and changing one's life and his/her attitude towards life. The significance of learning has always been emphasized by parents and teachers of students, especially the ones who are learning English as a second language, yet the question of how this may be realized has not been considered in detail. The parents and teachers of these students always remind and warn them to study hard and do their homework to learn about a topic area. Although these students are aware of these warnings and suggestions, they are not able to find a way of taking action, or they find it difficult to act because there are not specific suggestions as to how to do it.

In teaching a foreign language, teachers can also encounter such kind of issues. Teachers warn their students to study hard, listen carefully and do their homework in order to learn a foreign language. However, teachers cannot lead their students to how to do it. The reason why the teachers cannot lead their students depends on not knowing how to illustrate to them a beneficial way to be successful in learning English as a second language. Teachers may ask themselves how they can be helpful and fruitful in the teaching process, but they also do not know exactly how to do it.

One possible way of helping students to be successful learners is to increase their motivation and decrease their anxiety, and make them grow aware of their capability in order to become effective and good learners. Foreign language teachers can apply some different methods and techniques to increase their students'

motivation and change their attitude toward learning a foreign language besides using some traditional methods and techniques. This need for different methods and techniques has urged the thesis writer to carry out a survey of Neuro-Linguistic Programming (NLP).

1.2 Statement of the Problem

As has been mentioned above, changing and developing are the vital results of learning, which people can experience through their lives. As human beings we have been changing and developing every second. Besides our physical change, our ideas, tastes and our subjects of interest have also been changing day by day. People actualize change all at once. Nevertheless, there can be a time period between becoming aware of the necessity to change and actualizing it, which means giving decisions and taking action (Gün, 2005: 26). This issue can be an important and crucial period for the students of a foreign language. Like other human beings, the learners who would like to be good learners want to change their attitudes towards learning a foreign language; however, they have difficulty in doing it.

Teachers and lecturers at schools or universities have been trying to solve certain problems among learners by applying a variety of methods such as TPR, Communicative Approach, Suggestopedia and the like as well as using traditional methods and techniques such as these in the Audio-Lingual Method. While using these methods and techniques, one of the most significant problems which should be considered is that some learners use their subconscious in an inaccurate way as they raise some of the data in it to the conscious level life. While doing so, they use some methods of their own which makes the learning process more difficult and they become unsuccessful in learning a topic at the end, which causes failure on their side. Thus, the important role of the teacher here is to recognize this problem and find out appropriate techniques and suggestions which have been recently applied in NLP and to guide to the learners to cope with this problem in the language learning process.

A third important problem which affects the learning process is how learners experience the world. Human beings experience the world through their five senses, which are called representational systems in NLP. Representational systems include: Visual (we look and see), Auditory (we hear and listen), Kinesthetic (we feel externally, we feel internally and we feel movement), Olfactory (we smell things) and Gustatory (we taste) (Revell and Norman, 1997: 31). These concepts that are mentioned above reveal that students have different types of learning; hence, teachers should know and recognize that in order to be effective in teaching a foreign language, there are various types of learners, and they should also apply different strategies and techniques to provide learners with effective ways of learning.

The fourth important problem which should be discussed is how to decrease the anxiety of learners who are learning a foreign language which can also be a significant barrier in the learning and teaching process. One of the most crucial barriers which a focused mind can encounter is anxiety. The state of being anxious is not only a barrier while reaching the target language, but it can also be a habit or a style of life (Yılmaz, 2004: 82). Therefore, teachers and lecturers should coach the learners to overcome the feeling of anxiety. Teachers should know and recognize that in order to be effective in teaching a foreign language there are various types of learners. In the foreign language teaching process, learners are generally afraid of making mistakes, which may prevent them from understanding and using the foreign language. As long as learners feel insecure using the language and have the fear of making mistakes, they will not be able to learn and use the target language in an effective way. Therefore teachers and lectures should practice some methods and techniques to eliminate this fear and anxiety and enable learners to feel comfortable and relaxed while learning a new language.

1.3 Aim of the Study

The aim of the study is to investigate the current attitudes of and to assist the teachers of the learners who are learning English as a second language, become better teachers, and consequently lessen difficulties and barriers which their learners

come face to face with during the process of learning by using an alternative method which is called NLP. This method will also provide a variety of activities that will assist learners to experience the benefits of NLP techniques both in their learning process and their personal life.

1.4 Purpose and Research Questions

With the above mentioned major topics in mind, in this study, the researcher has the intention to investigate basically into the techniques of NLP in teaching English. Moreover, in order to contribute to the novel horizon of NLP in the field of teaching, the researcher will survey the important role of the teacher in the language teaching and learning process, concentrating on different techniques employed in NLP, and will also offer insights into learners' attitudes, preferences and interests as regards their improvement in the light of NLP.

To this end, this study focuses on the following research questions:

1. What sort of techniques do teachers generally apply in teaching English in the preparatory class? Are these techniques helpful to make learners understand the topic?
2. Are teachers aware of any NLP techniques?
3. Are teachers aware of the NLP presuppositions which are in the heart of NLP, or do they apply these presuppositions subconsciously?
4. Besides these presuppositions, are the teachers aware of the importance of the representational systems in NLP; which are called VAKOG. They refer to: *Visual* (Images), *Auditory* (Sounds), *Kinesthetic* (touch and internal-feelings), *Olfactory* (smell) and *Gustatory* (tastes)?
5. Do they select appropriate activities which contain these representational systems?
6. Will the techniques that are used in NLP be beneficial in implication for the learners who are learning English as a second language?

Besides these research questions, the researcher attempts to find out the answer of the following hypothesis: ‘Can the learners of English as a second language at Çağ University be successful, dynamic and enthusiastic in learning process through applying the techniques which are used in NLP?’

1.5 Scope and Limitations

This study, which aims at illustrating the ways and techniques of NLP in teaching and learning English, will be carried out for the teachers and learners of the preparatory class at Çağ University. In this study, the following items will be discussed.

1. A brief history of NLP.
2. What is NLP?
3. The core concepts in NLP.
4. How does NLP work?
5. The basic models and institutions which are applied in NLP.
6. Some basic activities which are applied in NLP.

1.6 Assumptions

Some English Language learners at Çağ University have a number of some difficulties in learning and practicing English whereas others do not, such as being unwilling to participate in the activities which are held in the classroom because they think that their English is not sufficient enough to do so, or although they study hard, they are not able to get the mark they think they deserve. As a consequence of this, they are digressing away from learning English. Applying some of the techniques in NLP, the researcher aims to create a better environment and chance for the learners of Çağ University and enable them to become more dynamic and enthusiastic in learning English in the prospective term.

This study assumes that if the learners are exposed to the techniques of NLP more often in their class, the learning process will be much more understandable, easier, interesting and amusing on behalf of the learners. These techniques will also help them to understand that learning a foreign language is not only a mechanical and boring task, but also a different way of creating their own unique maps of reality, which would enable them to recognize their own and others' processes of decision making, communication, motivation and learning.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the history of Neuro-Linguistic Programming, definition of NLP, presuppositions, core concepts and language in NLP, and to deliver brief information about the Humanistic Approach, which has had a great influence on NLP.

2.1 A Brief History of Neuro-Linguistic Programming

NLP was developed in the early 1970's from the collaboration of John Grinder, an Assistant Professor of Linguistics at the University of California, Santa Cruz, and Richard Bandler, a mathematician and a graduate student of psychology. Together they studied successful therapists such as Fritz Perls, and the father of Gestalt Therapy, Virginia Satir, the founder of Family Therapy, Milton Erickson and Gregory Bateson and found out that all of them followed similar underlying patterns in relation to their clients, the language they used, and beliefs about themselves and what they were doing.

Bandler and Grinder did not intend to start a new school of therapy but to identify patterns used by outstanding therapists, and pass them on to others. They did not concern themselves with theories; they produced models of successful therapy that worked in practice and could be taught. The three therapists modelled were very different personalities, yet they used surprisingly similar underlying patterns. Bandler and Grinder took these patterns, refined them and built an elegant model which can be used for effective communication, personal change, accelerated learning, and, of course, greater enjoyment of life. They set down their initial discoveries in four books, published between 1975 and 1977: *The Structure of Magic* 1 and 2, *Patterns* 1 and 2, and two books on Erickson's hypnotherapy work. NLP literature has been growing at an increasing rate ever since (O'Connor and Seymour 1990: 2).

The new patterns were called NLP by Grinder and Bandler because they thought it summarized the essence of what they had discovered. NLP is an attitude and a methodology that leaves behind a trail of techniques. Grinder and Bandler emphasized the fact that we communicate about our experiences to ourselves and to others through two means:

1. The neural part of NLP is concerned with our neurology, that is, how we experience the world through our five senses and represent it in our minds through our neurological processes.
2. The linguistic part of NLP is concerned with the way the language which shapes, as well as reflects, our experience of the world. We use language – in thought as well as in speech – to represent the world to ourselves and to embody our beliefs about the world and about life. If we change the way we speak and think about things, we can change our behaviour. We can also use language to help other people who want to change (Revell and Norman, 1999: 14).

NLP developed in two complementary directions: Firstly, as a process to discover the patterns of excellence in any field, and Secondly, as an effective way of thinking and communicating used by outstanding people. These patterns and skills can be used in their own right, and also as feedback into the modelling process to make it even more powerful. In 1977 John and Richard were giving very successful public seminars all over America. NLP grew quickly; in America to date, more than 100.000 people have done some form of NLP training (O'Connor and Seymour, 1990: 3).

NLP has evolved over the years and is now practiced in approximately every country in different fields such as business, coaching, therapy, management training, and finally education, which is to say in almost every field where human and personal development is involved.

2.2 Definition of NLP

NLP is a revolutionary approach to human communication and personal development. Some people call it ‘the art and science of personal excellence’ or ‘the study of subjective experience.

Neuro Linguistic Programming is an attitude to life. It is also a collection of techniques, patterns and strategies for change, assisting effective communication, personal growth and learning. It is based on a series of underlying assumptions about how the mind works and how people act and interact.

The basic goal of NLP is to increase the quality of people’s lives by assisting them to identify and accomplish their goals, and to enable them to interact more effectively with others. It is a means of achieving intra-personal and inter-personal excellence (Revell and Norman, 1997: 14).

NLP offers state-of-the art skills in interpersonal communication and practical ways to change the way you think and behave. Millions of people have used its simple principles and techniques to build better relationships, establish a new level of confidence and achieve success in every aspect of their lives (Alder and Heather, 1999: 12).

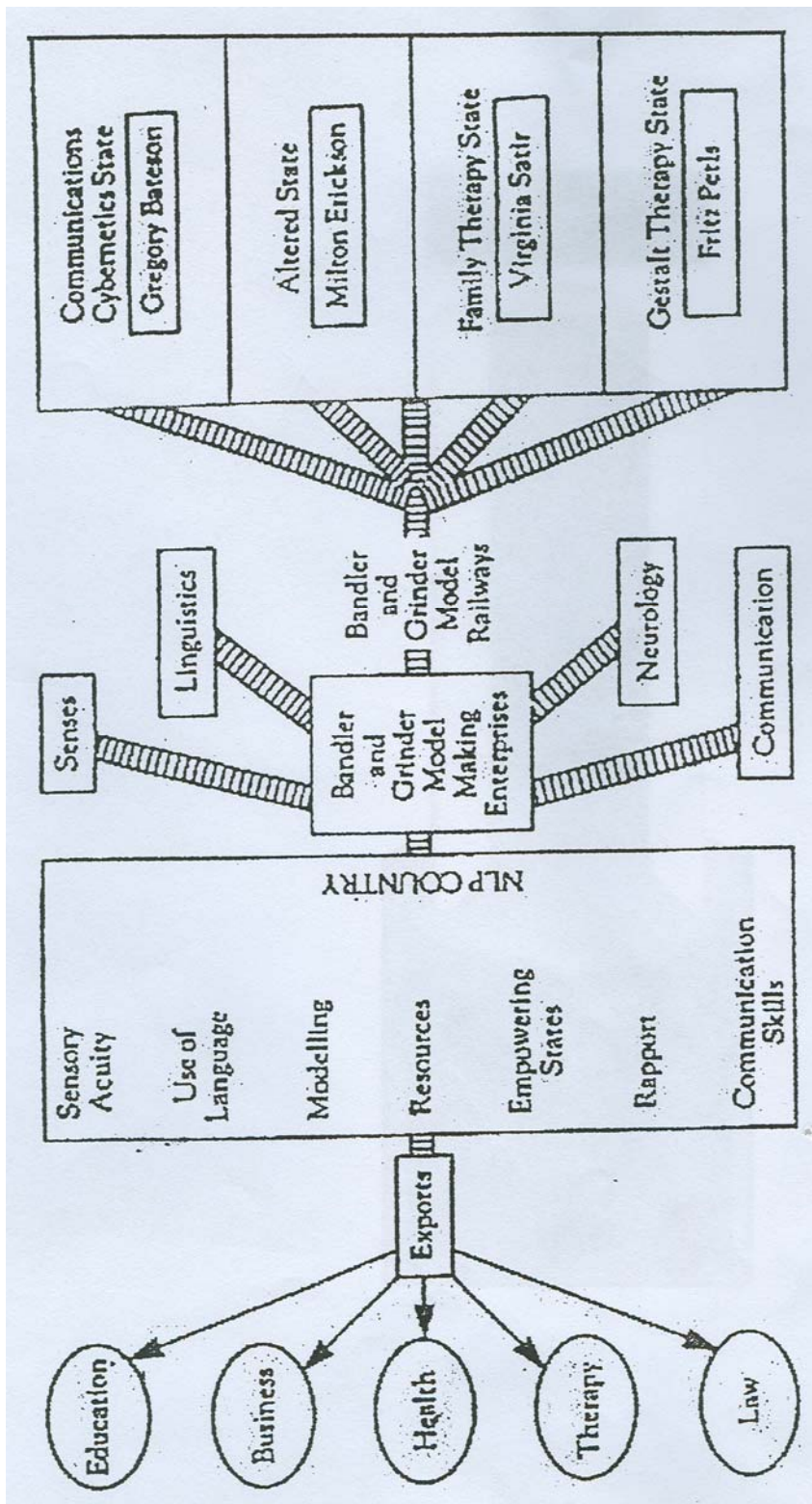


Figure 1. A Light Hearted Map of NLP (Adapted from O'Connor and Seymour, 1995)

To re-phrase it more neatly, it can be said that in this revolutionary technique

In this revolutionary technique:

The *neural* part is concerned with how we experience the world through our five senses and refers to our neurology, our thinking process.

The *linguistic* part is concerned with the way the language we use shapes as well as reflects. In other words, it refers to language, how we use it and how we are influenced by it.

The *programming* part 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. Briefly, it refers to the patterns of our behaviour and the goals we set (Revell and Norman, 1997: 14).

NLP also studies how we structure our subjective experience how we think about our values and beliefs, how we create our emotional states, and how we build our internal world and give it meaning. NLP is the premier psychological field that deals with the internal subjective world from the inside (O'Connor and Lages, 2004: ix).

NLP also contains powerful challenges to traditional thinking on the achievement and success of human beings. This technique suggests that anyone can be excellent in their reactions and responses if they are exposed to the tools, and questions the assumption that we have to live with our own particular strengths and weaknesses, proposing that we can learn to be good at anything we choose. Moreover, NLP focuses on primarily the resolution rather than the problem. This means if there is a problem in the way we want to reach, according to NLP, we should not lose time thinking about the problem; in other words, we should find another resolution to achieve that goal.

Natural learning is another important issue in NLP. NLP suggests that learning comes easily and naturally to human beings. As children we learn something without any great effort and we can continue to develop ourselves in the ways we

choose and become the person we want. According to this idea, we can easily say that we can make changes in ourselves and in what we do without having to try too hard.

NLP is not the only and first approach which proposes these principles. These principles can also be found in many philosophies throughout history. Nevertheless, NLP differs in that

NLP offers a framework for developing yourself entirely on how people set themselves up unconsciously when they are being excellent. It spells out the underlying principles which enable people to develop their potential in whatever context and by whatever specific path. This provides a universally applicable framework, with room for customizing to suit individual and cultural needs, not as imposed rigid structure which limits possibility rather than extending creative potential.

(Kamp, 1999: 27)

NLP gives a person the chance of constructing his/her own unique version in order to be an excellent member of a society by offering basic fundamental patterns of excellence. It places more emphasis on doing than knowing. A lot of experiences which are gained through personal changes shape our personal goals and values. In summary, understanding and practicing NLP will provide a person to;

1. build personal relationships
2. increase his/her persuasive skills
3. have a positive mental attitude
4. increase his/her self-esteem
5. overcome the effects of past negative experiences
6. focus on goals and channel his/her energy into achieving them
7. perform at your best
8. control the way he/she feels
9. align your values and beliefs with what he/she wants to achieve
10. change unwanted habits
11. feel confident in whatever he/she attempts to do
12. achieve goals he/she previously considered impossible

13. establish rapport with clients, customers and work colleagues
14. find creative ways to solve problems
15. enjoy activities he/she used to fear
16. use his/her time more effectively
17. increase his/her sense of purpose in life.
18. acquire the skills he/she admires in others
19. get more pleasure out of life

(Alder and Heather, 2004: xiii)

NLP consists of four pillars which are said to be the mind of NLP : the fundamental concepts which support the core aspect of NLP. These pillars can be classified as

1. Outcomes: Outcomes in NLP stand for goals and objectives. Knowing what you want is an essential part of getting it. In everyday life we talk about having an aim, goal or target, but in NLP the term used is outcome, and the enormous value of knowing your outcome in any particular situation is the reason for it being one of the pillars on which NLP is built. Focusing on what you want helps to orientate all your resources towards achieving it.

An outcome can be a small one, such as learning a new song, or can be bigger, such as finding the partner of your dreams. We can easily say that everyone in life may have different outcomes relating to various aspects of their life, some of them with a short time scale, others covering much larger periods.

Furthermore, NLP offers a comprehensive process for refining outcomes to make them 'well-formed', describing them in detail and imagining what it is like to have them already (Bavister and Vickers, 2004: 13).

2. Sensory Acuity is the capacity to observe or detect fine details, and relates to using your senses to be aware of what is going on around you. People vary enormously in what and how much they notice by looking, listening and feeling. People fulfill this capacity often non-consciously and often non-verbally. While they are actualizing this process, they observe another person carefully and they do not

make quick assumptions or judgments in order to respond appropriately and with maximum rapport.

3. Behavioral Flexibility: Pillars one and two are the first stages of a simple but crucial feedback loop. When you start by knowing what your outcome is and use your sensory acuity to observe what is happening around you, the feedback you get allows you to make adjustments in your behavior if necessary. If the actions you are taking are not leading you in the direction you want to go, it is obvious that you should try something different, but many people lack behavioral flexibility and simply keep on doing the same thing.

4. Rapport: The pillars mentioned above will allow you to achieve pretty much whatever you want, unless other people are involved. Then you may need their co-operation, and for that you need a relationship based on mutual trust and understanding. The secret of establishing and maintaining such relationships is rapport. Rapport can be thought of as the glue that holds people together. Most of the time, it seems to happen naturally, automatically and instinctively.

NLP considers rapport to be a skill that can be enhanced and developed and we will be looking at many ways of doing so, such as adapting our communication to suit the people or altering our body language to match theirs (Bavister and Vickers, 2004: 14).

NLP has the reputation for introducing some powerful tools for personal change, one of which is called neurological levels, which was developed by Robert Dilts. It provides a framework for understanding personal change issues, and makes it easier to know where best to intervene when working with ourselves or with others (Bavister and Vickers, 2004: 15).

This model includes six different levels, starting with environment at the bottom and spirituality at the top and it is hierarchical. However, the NLP community has been discussing that the relationship is hierarchical – with six different elements on the same level. These elements are being as follows (O'Connor and Seymour, 2002: 78; Bavister and Vickers, 2004: 15; O'Connor and Seymour, 1994: 27):

1. *Environment* (where, when, and with whom you do things) is our surroundings, what we react to and the other people we meet.

2. *Behavior* (what you do or say) is the specific actions we carry out and it includes thinking, speaking, listening, reacting and taking conscious action with the intention of achieving something.

3. *Capability* (how you do it) is a kind of element which consists of the groups or sets of behaviors, general skills and strategies that we use in our life. Capabilities are things we can do reliably, constantly and repeatedly. We are often unaware of them because they are taken for granted.

4. *Beliefs and values* (what is important to you) are what we believe and matters to us. Beliefs can be both permissions and limitations.

5. *Identity* (who you are) is our basic sense of self, core values and mission in life. Identity can also involve who you are not. People sometimes fall into the trap of confusing behavior (what they do) with identity (who they are). Your identity is created out of all the information and influences you have incorporated and learned during your life that have shaped you into the person you feel you are.

6. *Spirituality connectedness* (your higher purpose/contribution to the world) is the deepest level, where we consider and act out the great metaphysical questions: 'Why are we here?' 'What is our purpose?' The spiritual level guides and shapes our lives, and underpins our existence. Any change at this level has profound repercussions on all other levels. In one sense it contains everything we are and do, and yet is none of those things. O'Connor and Seymour (1990: 79) have illustrated these six elements within the following figure:

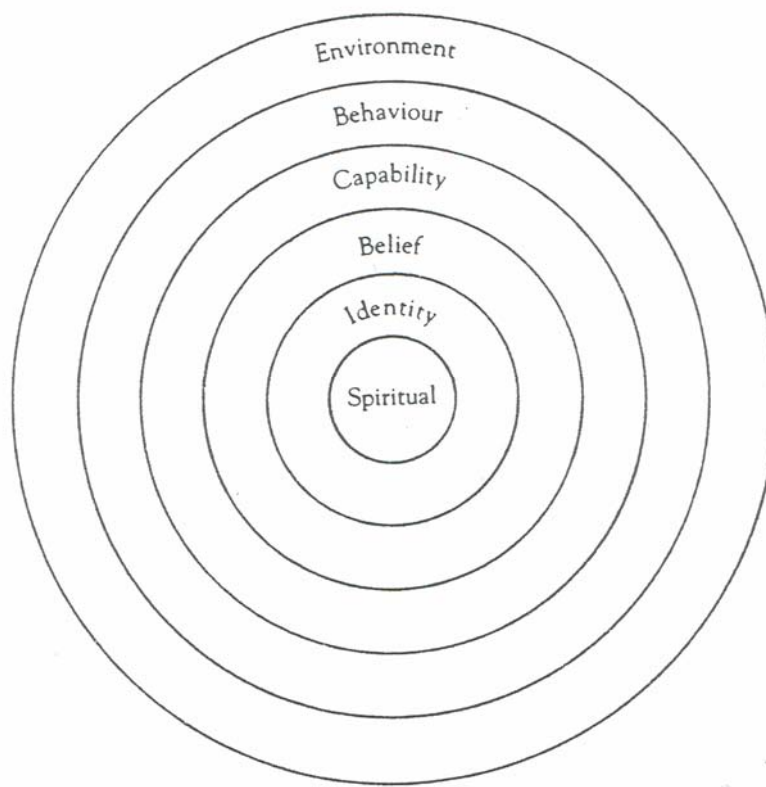


Figure 2. Neurological Levels in NLP (O'Connor and Seymour, 1990: 79)

Another important concept in NLP which effects changes of people's attitude is the 'present state and desired state'. It can be a kind of journey from your behavior, thoughts and feelings at present to your behavior, thoughts and feelings while setting an outcome which you want to actualize in the future.

People's behavior, thoughts and feelings will be different in the present state and in the desired state, which can also cause an inner-conflict on the side of people, and this inner conflict can also obstruct interaction with others, and the realization of people's aimed outcome. People also need resources to move from one to the other.

The energy for this journey is derived from motivation. In order to achieve our outcome in the desired state, we must own something that we really want, or clearly be connected to something we really want. What is more, we must also be committed to the outcome that we want to achieve. In short, we must make the journey, and believe that the goal is achievable and worthwhile.

Skills, techniques and resourceful states of mind are the means to achieve the goal. They may involve our physiology, nutrition, strength, and stamina. NLP skills are powerful resources to overcome barriers, resistance and interference (O'Connor and Seymour, 1990: 76-78).

2.3 Presuppositions of NLP

While Richard Bandler and John Grinder (Bavister and Vickers, 2004: 18) were formulating NLP, they put forward a diverse range of disciplines, including systems theory, cybernetics, transformational grammar, general semantics and logical positivism. They also embraced many of the underlying concepts of these various approaches, which they synthesized into what came to be known as the 'presuppositions' of NLP. Most NLP trainers and developers also list between 10 and 20 presuppositions, often with additions of their own. Fifteen of them are widely accepted as embodying the founding principles and fundamental beliefs of NLP. Generally speaking, most of these principles can be accepted as useful, functional (operating from them leads you to achieving your outcomes), and easy to remember and use. On the other hand, in some of them, the thinking process can be more unfamiliar, and it may take some time to fit them into your experience.

While each of the presuppositions stands on its own, together they form an interconnected and interdependent matrix of thinking. Yet they should not be thought of as an abstract philosophy that is merely a 'starter' for the NLP 'meal' to come. They are a practical, vibrant set of 'principles to live by' that can, in themselves, provide a platform for significant personal and professional growth. Beyond that, they are the theoretical framework underpinning many NLP patterns, models, change techniques and perspectives (Bavister and Vickers, 2004: 18-19).

The presuppositions have been defined as follows:

1. The map is not the territory.

According to this presupposition, which is the heart of NLP, the experience we have of the world is not the world itself. As human beings, everybody believes in different things. Besides, what we believe influences what we do and what happens to us. Here, the ‘map’ is our mind, or our own perception, and the ‘territory’ is reality, the physical world that exists independently of our experience of it.

2. Mind and body are interconnected.

We think of ourselves as separate individuals; however, in reality ‘no man is an island’. Leading NLP developer Robert Dilts (Bavister and Vickers, 2004: 20) expresses this elegantly when he says, ‘our bodies, our societies and universe form an ecology of complex systems and sub-systems all of which interact with and mutually influence each other. Mind and body are parts of the same system and each affects the other. That life, mind and body are one system is one of the central NLP presuppositions because it is important to understand that it is not possible to isolate just one aspect of a system. Equally, when we change one aspect of a system, we will have in some way changed the rest. People inevitably affect each other with their actions, and will be affected by what others do. When working on our own issues, or with other people, we need to be aware of the wider systems that will be involved.

3. There is no failure, only feedback.

When things do not go the way we want them to go, we feel regret and unhappiness because of not having reached our outcomes or goals. This makes us think that we are a complete and utter failure. Besides, this can be a crucial barrier in our learning process and prevent us from taking action to reach our goals (Bavister and Vickers, 2004: 22). When we make a mistake, we should not be too self-critical and we should keep in mind that making mistakes means making progress. In other words, making a mistake is an inevitable part of learning something. It should also be

considered that the most successful learners are those who jump right in and have the ability of being un- afraid of making mistakes. If things do not actualize as we want, we should focus on the solution rather than the problem. Moreover, we should try to see mistakes as useful feedback for our lives to succeed in our outcomes. Shortly, we can assume that the more ‘failures’ we have, the more we learn. Thus, ‘failing more often’ can be a strategy for learning.

4. The resources we need are within us.

This presupposition asserts that people can bring about change or achieve their outcomes by using the rich pool of inner resources they already have available inside, built up from a lifetime’s experience. All that is needed is to access these resources at appropriate times and places. If there is a problem to be solved, it could be that an approach you adopted when tackling something else might provide you with the perfect solution.

5. Everyone lives their own unique model of the world.

Even though we think we look like each other as human beings, since the map is not the territory, each of us must have our own unique internal model of the world. That is why there is so much variation in the ways individuals behave and think; for instance, one student may think that his teacher is excellent whereas another may think that he is not sufficient in his field. How we react in any given situation is based on our subjective perceptions. We can produce different reactions and ideas for the same item. We naturally think our version is right, and often when people argue it is because their maps are different, when everyone’s map is equally valid, in fact.

6. Experience has a structure.

NLP is based on the premise that experience has a structure – that the distinctions we make through our five senses, the ways in which we filter and pattern reality, and how we code things such as time, emotions and memories in our brains

and bodies are not random, but coherently and systematically organized. Once you understand the way people are structuring their experience, you can help them make changes.

7. The meaning of communication is the response you get.

The great value of this presupposition is that whatever is going on, we are obliged to take responsibility for our communication, which means we can no longer blame others for not listening or for responding in the 'wrong' way. By adapting this presupposition, you are much more likely to have successful relationships with others. Whenever there exists a lack of, successful communication, at least you can try a few different approaches before giving up.

8. Communication is non-verbal as well as verbal

Although we think that when we speak we are communicating, the things that we do also affect the people around us. A research which was carried out by the psychologist Albert Mehrabian illustrates that 55 % of our communication is bodily (non-verbal), 38 % is through our tone of voice, and only 7 % is through the words we use. As it is seen through this research, most of our message is communicated by means of body language (posture, facial expression) unconsciously. In addition, when we do speak, others are as aware of the rhythm, tone and intonation as the words are said. Even silence can be interpreted as having meaning. Nevertheless, there can be a mismatch between verbal and non-verbal, communication, which is sometimes known as incongruency; for instance, when somebody says 'yes' when you know they really mean 'no'.

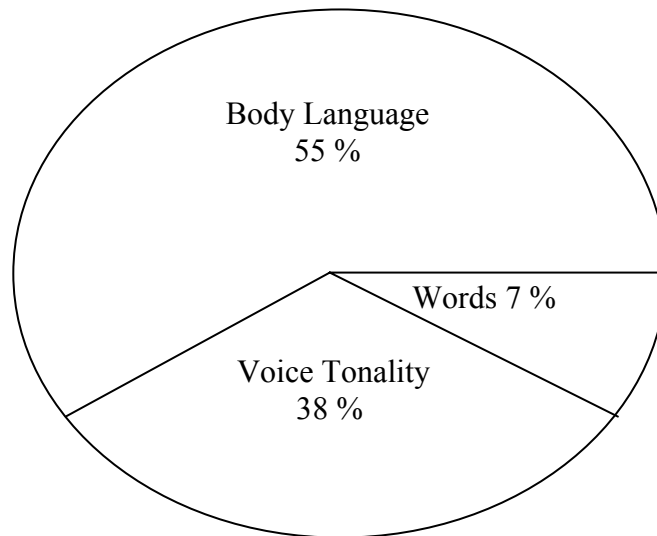


Figure 3. Presupposition of NLP: Communication is Non-verbal as well as Verbal. (O'Connor and Seymour, 1990: 18).

9. Communication is non-conscious as well as conscious.

As human beings, we tend to believe that most of the experiences that we have are learnt consciously. Yet, has there ever been a time when you have surprised your self by knowing something without being aware quite how you knew it? According to Dr. Emile Donchin at the University of Illinois, more than 99 % of our learning is non-conscious. Some thinkers describe human-beings as being two people, the 'conscious me' and the 'non-conscious me'. People are usually quite good at communicating with the 'conscious me' but less successful when it comes to communicating with the other one because we are not taught to communicate with instinct, intuition, non-conscious feeling and the like. What seems to be true is that learning is more effective when it is multi-sensory and when it appeals to the non-conscious as well as the conscious mind (O'Connor and Seymour, 1990: 18).

10. Underlying every behavior is a positive intention.

Many of us are limited by what we believe to be possible for us to achieve, and then surprised when we succeed. This presupposition asserts that people can bring about change or achieves their outcomes by using the rich pool of inner resources they already have available inside, built up from a lifetime's experience. All that is needed is to access these resources at appropriate times and places. In this presupposition 'positive' does not mean 'good' so much as 'goal-driven'. In other words, whatever we do, we do for a purpose.

This presupposition is also crucial if you hope to change someone else's behavior. You need to know what the positive intention behind the behavior is, and help them find another way of satisfying it before they will be able to get rid of the old behavior.

11. People make the best choices available to them.

According to this presupposition, any behavior, no matter how strange it may seem, was the best choice available to the person at that moment in time, given their life history, knowledge, beliefs resources, and their frame of reference. We might regard them as mistaken, misguided or misinformed, and we would have done something different in the some situation, perhaps with more effective results. Therefore, people can take appropriate action if only they were aware of other options available to them.

12. If what you are doing is not working, do something else

In every step of our lives, there are some periods when the things we do sometimes do not work and the result can be an inevitable catastrophe, in some ways, a failure. At that time we should not be hopeless for the result, and we should try other ways so that we can reach our goal more effectively. From the point of teachers, if we have tried a method or a technique to teach a topic, and we are not able to get a satisfactory result, we should try another approach or technique that can

be appropriate for the students and the topic in question. From the point of the students, if they are not able to learn a topic well enough to be successful in the lesson as teachers, we recommend them different techniques and methods to revise a topic in a lesson.

In other words, “If you always do what you have always done”, as the saying goes, “you will always get what you have always got”. Flexibility, which is one of the main pillars of NLP, is an essential component of obtaining the result you want. If we try one way of tackling a problem and do not get the required results, we should attempt at something different, and keep varying our behavior until we get the response we desire.

13. If one person can do something, anyone can learn to do it.

This presupposition encourages us to extend our performance and break through the barriers of what we believe might be possible for us. It is not only the fear of failure that holds us back; it is also our actual limits whereas in reality we have virtually infinite potential. This principle assumes that this issue also has a connection with the NLP process of modeling excellence (see 2.4.7). In fact, the basic idea underlying NLP advocates creating excellent people in living and learning. It also suggests that we should pattern some excellent, brilliant and successful people as our model in life, and we should follow their systems in order to be successful too.

14. People work perfectly.

People who suffer from issues like phobias, social problems or simply do not do something the way they would like to are often thought of as being ‘faulty’ or ‘defective’ in some way. However, that is not the way in which NLP views things. NLP accepts that no one is ‘wrong’ or ‘broken’, and that people work perfectly. As a result of this, if someone is hopeless at following directions, for instance, the NLP perspective would be that they are good at getting lost or finding a different path to take. Naturally, this may not be the outcome they have in mind, in which case it may

be necessary to examine things like their strategies and beliefs so that they can be more effective. In NLP, the positive self-worth of an individual is held as a constant with a clear distinction made between the person and their behaviour (Bauister and Vickers, 2004: 24).

15. In any system the person with the most flexibility will control the system.

This presupposition derives from systems thinking, where it is known as the Law of Requisite Variety, which points out that “The person with the greatest flexibility has the best chance of achieving what they want”. In making decisions or in the learning process, we can easily say that flexibility, one of the most important pillars in NLP, gives us more options of greater variety to assist you to reach our goal. The solution that was chosen for one problem may have worked well in that specific culture, environment or context, but will not necessarily be efficient in another. The more complex the system, the more flexibility is required.

16. Choice is better than no choice.

Richard Bandler, one of the originators and leaders of NLP, states that the whole point of NLP is having more choice and many of the presuppositions, along with most of the techniques, relate to increasing the number of choices available in any given situation. He also adds that having just one choice is no choice at all (Bavister and Vickers, 2004: 181, Revell and Norman 1997: 29).

2.4 Core Concepts in NLP

This chapter, gives some information about the core concepts, which include representational systems (VAKOG), eye movements, submodalities, anchoring, sensory acuity, metaprogrammes and modelling. (In this section, the researcher will give information about sensory language reframing, the use of metaphor and finally verb power).

2.4.1 Representational Systems

People experience the world through their five senses, which are also named as ‘representational systems’ in NLP. These five systems are shortly called ‘VAKOG’ in NLP. These systems are as follows:

1. Visual → We look and see.
2. Auditory → We hear and listen.
3. Kinaesthetic → We feel externally (= tactile).
We feel internally (= visceral/emotional).
We feel movement (= psycho-motor).
4. Olfactory → We smell things.
5. Gustatory → We taste.

If people do not have physical or psychological problems, they all use all five systems to experience the world. However, the ones that most people use predominantly are Visual, Auditory and Kinaesthetic. To this main classification, Alter and Heather have added one more entity, which they named as Auditory Digital, which is sometimes referred to as self-talk (Alter and Heather, 1999) the other two systems, Gustatory (tasting) and Olfactory (smelling), possess less significance in terms of everyday human communication. When we encounter them in NLP, they usually share the kinaesthetic category. Amazingly, however, sometimes a smell or taste can trigger a distant memory and in this special way they can sometimes have a more forceful effect than the three main senses.

As human-beings we use all these representational systems all the time. Yet most of us tend to have a preference while we are experiencing the world. This bias or preference applies in two ways. First we have a ‘lead system’, which is normally used to access stored information. For example, if we recall an event which happened two weeks ago, we normally use our lead system which provides our mind to remember something that we saw or heard or felt. Second, we have a preference in the way we process information, our ‘primary system’. For instance, when a word is uttered to someone who tends to think in images and can easily ‘picture’ things has a primary visual preference. This does not mean that this person only thinks in

pictures, but that they prefer the visual representational system. Moreover, some people have the some modality for their lead and primary systems, while others may have one modality for their lead system and another for their primary system.

In establishing rapport, a person's representational system provides an important area of 'likeness'. The way that a person creates and runs their 'mental map' reflects their true identity. If you can identify and use a person's primary representational system, you will, in effect, 'speak their language', and will communicate better. Mutual understanding will increase because of the common system you both use. Using a different representation, however, means the listener has to 'translate' what you say. For instance, they have to translate a visual image into something that 'sounds' or 'feels' right. This may seem like hard work. And it can lead to misunderstanding. Hence the benefits of matching thinking style to achieve better communication.

(Alder and Heather, 1999: 88)

In order to communicate better and create accurate rapport, first we have to recognize a person's sensory preference, but how can we do this? There are some certain characteristics that indicate that shows what type of a favored and primary representational system is used by the person who you are communicating with and the major ones are stated below.

1. Visual (V)

People who tend to use the visual representational system often stand or sit with their head and body erect and with their eyes pointing slightly upwards. They tend to take shallow breaths from the top of their lungs. They often speak quickly, in a higher-than-average pitched voice, and process their thoughts quickly during conversation. They characteristically sit forward in their chair, and they seem to be well organized, neat and well-groomed.

Visualizers memorize a topic by seeing pictures, and background sounds do not easily distract or interest them. They often have trouble remembering verbal instructions because their minds tend to wander.

2. Auditory (A)

People who tend to use the auditory representational system breathe from the middle of their chest. They can be easily distracted by noise, they typically talk to themselves silently, and sometimes they move their lips as they are talking to themselves. They speak in a more resonant voice, and their voice may sound rhythmic or even musical. They can repeat things back to you easily, like a parrot; they learn by listening and they are usually fond of music and talking on the phone. They memorise sequentially, which means step by step and in a sequence. The auditory person enjoys hearing feedback in conversation.

3. Kinaesthetic (K)

People who tend to use the kinaesthetic representational system typically breathe from the bottom of their lungs. They tend to look down and to the right when accessing memories. They often have quite a deep voice and talk slowly, with deliberate phrasing and perhaps silent gaps between phrases. They respond to physical rewards and touching. They always want to stand closer to people in conversation. They memorise by doing or 'walking through' something. They also enjoy touching and feeling during the process of communication.

4. Auditory Digital

These people will spend a fair amount of time talking things through to themselves. They tend to use complicated sentences and would like to have a great number of details. They often use abstract words without a direct sensory link, and place importance on logic and what 'makes sense' (Alter and Heather, 1999: 86; Revell and Norman, 1997: 31).

In conclusion, people should use a different range of representational systems in order to be more successful and efficient in communication. They should also observe other people's representational systems while conveying rapport with others.

2.4.2 Body Language

Since the body and the mind are inseparable, there are also some other cues which enable us to realize how a person is thinking; such as breathing patterns, posture, eye movements and even changes in skin color. The first three of these phenomena, have been handled below since they are fundamental to education because “recognizing movements and gestures are very useful ways especially for educators to discover what ways of thinking work best for a particular subject matter and teach those precise skills” (O’Connor and Seymour, 1990: 35-41).

1. Breathing Patterns

A person who is thinking in visual images will generally speak quickly and at a higher pitch. Images happen more fast in the brain of a that kind of person and you have to speak fast in order to keep up with them. While that type of person is breathing, it will be higher in the chest and more shallow. There is often an increase in muscle tension, especially in the shoulders, the head will be up and the face will be paler than it is normally. On the other hand, people who are thinking in sounds breathe evenly over the whole chest area. They also have small rhythmic movements of the body and the voice tonality is clear, expressive and resonant. The head is well balanced on the shoulders or slightly at an angle as if listening to something.

2. Posture

People who are talking to themselves will often lean their head to one side, resting it on their hand or fist. This is known as a ‘telephone position’. Some people repeat what they have just heard under their breath. You can recognize that their lips move. Kinesthetic accessing is characterized by deep breathing low in the stomach area, and it is accompanied by muscle relaxation. With the head down, the voice will have a deeper tonality, and the person will typically speak slowly, with long pauses. Rodin’s famous sculpture or ‘the Thinker’ is an obvious example of thinking kinaesthetically.

3. Eye Movements

Eye movements are one of the most significant aspects of body language, which indicates whether a person is thinking in pictures or otherwise. While communicating with people, we move our eyes in different directions in a systematic way depending on how we are thinking. Neurological studies have put forward that eye movement both laterally and vertically seem to be in parallel with activating different parts of the brain. These movements are called lateral eye movements (LEM) in neurological literature. They are called eye accessing information in NLP. There is some innate neurological connection between eye movements and representational systems, which is described below.

When we visualize something from our past experience, our eyes tend to move up and to our left. When constructing a picture from words or trying to ‘image’ something we have never seen, our eyes move up and to our right. The eyes move across to our left for remembered sounds and across to our right for constructed sounds. When accessing feelings, the eyes will typically go down to our right. When talking to ourselves, the eyes will usually go down left. Defocusing the eyes and staring ahead, ‘looking into the distance’, also shows visualization (O’Connor and Seymour, 2001: 35).

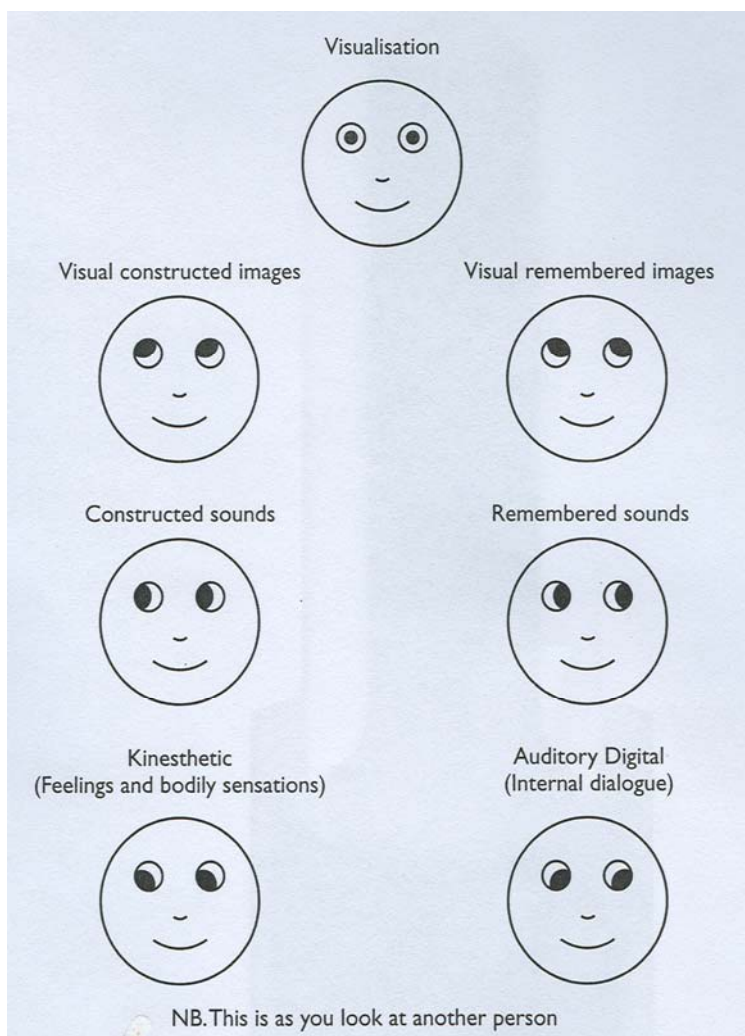


Figure 4. Eye Accessing Cues (O'Connor and Loges, 2004: 185).

2.4.3 Submodalities

Submodalities are the way we code and make up the structure of our internal experience, and this happens outside of our conscious awareness. Every thought we have, whether a memory or vision of the future, is formed out of nuances of pictures, sounds, feelings, tastes and smells.

Submodalities can be thought of as the most fundamental operating code of the human-brain. The most interesting aspect of submodalities is what happens when you change them. Some may be changed with impunity and make no difference. Others may be crucial to a particular memory, and changing them changes the whole

way we feel about the experience. Changing submodalities is a matter of experience, and difficult to convey in words. In NLP, by using our submodalities, we can be the director of our own mental film and we can direct our own mental film by playing with its brightness, sound, our being in that film or outside the film in order to get rid of our bad memories and activate the good memories.

There are two main sorts of submodalities: Digital and analogue. Digital submodalities are either on or off. As an illustration, a mental picture is either moving or still. There is no intermediate position. On the other hand, analogue submodalities are infinitely variable between the extremes. For instance, sounds in your mental film may vary along a continuum between quiet and loud. Most of the submodalities are analogue rather than digital (Bavister and Vickers, 2004: 42).

2.4.4 Anchoring

While driving on the road, we see a police car and what we do is slow down or check our speedometer regardless of whether we are driving too fast or not. The image of the police car, in NLP terminology, is an anchor which triggers an automatic behaviour in many of us. Anything we can remember or perceive can serve as an anchor; for example, the smell of freshly baked bread, the memory of a house we used to live in, the touch of a loved one and so on. Many people report that when they hear a piece of music, they can recall where they were, who they were with and how they felt at the time when they first listened to it.

The process by which an internal response becomes paired or associated with, an external or internal experience is called anchoring. Anchoring is a concept which is similar to behavioural conditioning, which was developed by Pavlov. As it is known, Pavlov, of experience, discovered that if he rang a bell without feeding dogs, they still salivated, indicating that an association had been established. The difference between this stimulus-response concept and the NLP approach is that the latter takes into account the fact that human beings have a range of mental processes that are more complex (Bavister and Vickers, 2004: 92).

Anchors happen naturally in our lives. They can be the things we see, hear, feel, taste and touch in our daily life, and they can refresh our memories and trigger emotional reactions. Some of the anchors set off positive feelings. For example, looking at a photograph taken while you were on holiday brings back thoughts of happy times that you had at that time. Some anchors are neutral and others are extreme negative anchors, such as a spider confined place which is associated with danger and fear. Anchors can be both learned and unlearned programs. Many anchors originate in childhood. The original experience that created them has long since been forgotten, but the emotional response continues.

In order to create an effective anchor, there is a set criteria for five well-formedness conditions:

1. Uniqueness of stimulus

It is essential to choose anchors that give clear and specific signals to the brain. These effective anchors combine all representational systems. Kinaesthetic anchors are the ones mostly used by NLP practitioners while working with them to make people reaccess a particular state by touching a part of the body. Combining a kinaesthetic anchor with an auditory anchor such as a tone of voice will make the trigger of emotions more effectively.

2. Intensity

To create an effective and enduring association, the anchor needs to be set just before a person's state reaches its highest intensity. Here, intensity means how vivid and strong the state feels inside. In order to experience the intensity, the person will need to be associated into it-seeing, hearing, feeling, tasting and smelling.

3. Purity

Purity is something about ensuring that when a state is anchored, nothing contaminates the experience. During the period of anchoring if a person has some

doubts about having chosen the best experience to anchor, they will access uncertainty or scepticism and the result cannot be satisfying.

4. Timing

For an effective anchor the right time should be chosen and it should be applied for a second or so before it reaches its highest point and then it should be released it when it is at peak intensity.

5. Context

Many anchors are context-based in that they only work in the environment in which they were created. This is because the surroundings contain cues that can affect the anchoring process or even become part of the anchor.

There are three steps which will help the anchoring process work effectively. These are stated as follows (Bavister and Vickers, 2004: 95):

1. Clarify the outcome you want to use an anchor for, and decide on the state you would like to anchor.
2. Elicit and anchor the designed state using the well-formedness conditions.
3. Test for effectiveness by firing the anchor again and monitoring the response (Bavister and Vickers, 2004: 96).

2.4.5 Sensory Acuity and Calibration

Sensory acuity is concerned with noticing the non-verbal clues that people are communicating to us all the time. Here we are using the term noticing, not 'assuming'. Noticing is something which is different from interpreting or making an assumption about what you have noticed. If someone says 'yes' in a certain tone of voice, with a certain intonation, a certain facial expression and a certain shrug of their shoulders, he/she infact wants to say 'No'.

In order to establish effective communication, we use both verbal and non-verbal clues, and we have had years of practice at picking up a person's non-verbal messages and we do it unconsciously if we are good at interaction with others. In order to do this, we should observe other people's posture, gestures, breathing, voice tone/volume/rhythm/pitch, skin tone/color, facial expression and eye movements. Another useful way to expand your range is to compare your abilities with other people's you know.

In NLP noticing patterns of behavior is called calibration, which was defined by Joseph O'Connor and Ian Mc Dermott as "Correlating the signs you can see and hear with the other person's state. It is the process of using sensory acuity to pay precise attention to changes in another person's state by detecting patterns in the nuances of their behavior-the way they breathe, their voice tone or volume, skin color, micro muscle movement, posture and gestures" (Revell and Norman, 1997: 108; Bavister and Vickers, 2004: 105).

2.4.6 Meta Programs

Some people like to think about the big picture and others prefer to get down to the detail while learning a topic or in communication. NLP explains such differences in terms of 'Meta Programs' or unconscious filters which help us cope with the huge amount of sensory-based information in the external environment (Bavister and Vickers, 2004: 51).

Leslie Cameron and Bandler (Bavister and Vickers, 2004: 51) revealed around 60 different Meta Programs that assist us to organize our thinking and decide where to focus our attention. Whereas submodalities are concerned with the sensory detail of our internal representations, Meta Programs define the approach we take to issues we come across; they filter the types of things we let into our internal world and what we allow out.

There are a great many advantages of understanding our own and other people's meta programs. Understanding meta programs

- Improves our ability to establish rapport
- Enhances our influencing skills
- Helps us make good recruitment decisions.

Below is some information about the most important meta programs:

1. Toward or away from

People with a toward meta program stay focused on their goals. They go for what they want. Away people recognize problems easily and they know what to avoid. In other words, they are clear about what they do not want.

2. Internal – External

This pattern is about where people find their standards. An internal person will have his standards internalized and use them to compare courses of action and decide what to do. External people need others to supply the standards and direction. They know a job is well-done when someone tells them so. Internal people have little need of supervision whereas external people need to be managed and supervised.

3. Options – Procedures

This pattern is important especially in business. An options person wants to have choices and develop alternatives. An procedures person is good at following steps, but not very good at developing them.

4. General - Specifics

This pattern deals with chunking. General people like to see the big picture. They do not feel comfortable while dealing with large chunks of information. They are the global thinkers. Specifics people feel more comfortable with small pieces of

information, building from small to large. Specifics people will talk about ‘steps’ and ‘sequences’ and give precise descriptions.

5. Match – Mismatch

This pattern is about making comparisons. Some people notice what is the same about things, which is called matching. Mismatchers notice what is different when making comparisons. They tend to point out differences and often get involved in arguments.

6. Proactive – Reactive

This meta program is about action. The proactive person initiates, he jumps in and gets on with it. He does not wait for others to initiate action whereas the reactive person waits for others to initiate an action; in other words, he/she needs a long time to decide or never actually take any action.

A proactive person will tend to use complete sentences with a personal subject, an active verb and a tangible object; for example, ‘I am going to meet the managing director’. On the other hand, a reactive person will tend to use passive verbs, and incomplete sentences. He is also likely to use qualifying phrases and nominalization; for instance, ‘Is there any chance that it might be possible to arrange a meeting with the managing director?’ (O’Connor and Seymour, 1990: 150).

2.4.7 Modelling

Modelling was the starting point for the whole system of beliefs and techniques in NLP and it is at the heart of NLP, which is the study of excellence. It is the process that makes explicit the behavioral patterns of excellence. This concept is based on the presupposition that “if someone can do something, then I can learn to do it too by modeling myself on that person”. According to another NLP presupposition, modeling excellent behavior leads to excellence. In other words, if a person finds someone who is extremely good at doing something and if he/she does

exactly what this person does, he/she will be excellent. People often take others as role models at various times in their life, which can be either conscious or non-conscious. Modeling is a difficult and complicated task to handle; however, people can learn and improve it by noticing, observing and copying others.

A simple modeling strategy can be explained as follows:

1. First have a well-formed outcome in relation to a skill you would like to have or improve. For example, if you are nervous in speaking in front of the public, your outcome might be to give a speech to a particular group of people, speaking confidently and clearly in an entertaining way.
2. Find two or three models, people who are good at the skill you want to improve. For the outcome above, you can also watch some confident public speakers on TV.
3. Observe what they do externally and try it out yourself.
4. Interview your models (if you can) to find out what is going on internally. You will probably discover a combination of certain beliefs that they have about themselves (For example, "I know I can do it") and a strategy, which means a sequence of representations in a particular order. Find out the submodalities involved in any representation, that is a part of their strategy sequence, so you can do exactly the same thing in the same way.
5. Finally, try out the strategy to see if it works for you. If it works, this means that you have actualized 'modeling', but if it does not work, go back over the steps to find out if there is anything you have missed, may be a key belief or a representation or a crucial submodality and incorporate the missing piece. Then practice the strategy again (Revell and Norman, 1999: 131) (O'Connor and Seymour, 1990: 181).

There are various types of ‘modelling’ in NLP. These are

1. Natural modelling

People are natural modellers from the moment they were born, and as time passes by, they start copying others, developing a multitude of skills and capabilities. As an illustration, we may state that somehow we internalize rules of grammar and syntax by listening to our parents and sibling talk.

2. Simple and complex modelling

The purpose of NLP modelling is to be able to do something as well as an expert, and to be able to teach others to do it as well.

If you are modeling something, which is simple, you can do it in just a short time by watching and matching. However, more complex behavioral and cognitive tasks, which have a greater number of steps, require a different approach. While modeling, there is so much to think about, such as: Meta Programs, representational systems, submodalities, language patterns, strategies, beliefs and values, and the wider system.

3. Neurological levels and modeling

While doing modeling at the neurological level, we should consider the components below,

- Environment: Establish when and where the skill is demonstrated by the role model
- Behavior: Find out what the person actually does when they are in the specific environment you have identified.
- Capabilities: Elicit the thinking process behind the behaviors, their cognitive strategies.

- Beliefs and Values: Finding out why someone does what they do gives us information about what motivates them.
- Identity: Information about a person's sense of self and how that affects their beliefs and values can help us to recognize what influences their thinking process.
- Spiritual: The spiritual level is about the wider system of which the person is a part.

4. Implicit and explicit modeling

Implicit modeling includes acting like your model and building intuitions about what is going on for them. We can also ask simply what our model is doing and why he/she is doing it, sometimes this can be useful, but many people do not know what makes them successful. We should bare in mind that there are four strategies in acquiring a skill:

- Unconscious incompetence, when we are not even aware of what is possible for us to do
- Conscious incompetence, when we know we do not know how to do something
- Conscious competence, when we are aware of doing something correctly
- Unconscious competence, when the skill becomes automatic and we do it without thinking about it.

Implicit modeling is an intuitive process of understanding the other person's subjective experience by putting ourselves in their shoes. In contrast, explicit modeling is actualized in the third position. It is a disassociated and deductive process of working out the specific structure of the role model's subjective experience (Bavister and Vickers, 2004: 162).

2.5 Language in NLP

Language plays a great role in the implementation of NLP techniques. In the early years of NLP, there existed two main models dealing with language in NLP: The Meta Model and The Milton Model.

The Meta Model is a kind of tool inspired by Chomsky's Transformational Grammar and adapted by Bandler and Grinder to challenge linguistic imprecision. It contains a list of different distortions, deletions and generalizations, which are also called violations, and a parallel list of suggestions for challenging them called challenges. The Meta Model is also known as the Precision Model. The main goal of the challenges in that model is to get speakers to be more precise in order to express themselves more clearly, and in so doing, hopefully, to realize that what they have said is not actually true (Revell and Norman, 1997: 65).

The Meta Model, like the linguistic model from which it drew its inspiration, makes a distinction between deep structure and surface structure. It is a tool for understanding how thoughts are translated into words. According to transformational grammar, each utterance or sentence can be analyzed at two levels-surface and deep structure. The surface structure represents the actual order of the words in a sentence whereas the deep structure represents the basic grammatical relationships from which a sentence is derived. In NLP, this deep structure has a great value on our complete internal representation, the mental images, sounds and feelings stored at the neurological, unconscious level of the mind (Bavister and Vickers, 2004: 129).

Revell and Norman (1997: 65-66) has explained this as follows:

When we experience the world as it is objectively, we filter it through our senses and neurological processes. In order to put this experience into language, we are necessary imprecise, and basically we operate three things to do it: We distort by adding our emotions, values and beliefs. For instance, 'I saw a man behaving in an appealing way this morning. He was swearing at his dog?' Do you think it is 'appealing' to swear? What about swearing at a dog? Define 'swearing'.

We delete by assuming that other people know what or who are talking about. For example, 'look at that. Isn't it, great? What

exactly are you talking about? Define 'great'. We generalize by taking one example as representative of all, its kind. As an illustration, 'women are more hardworking than men.' All women? Better than who? We can have an effective communication with others by challenging the imprecise language we all use.

The Milton Model was developed by Milton Erickson, who was the foremost practitioner of hypnotherapy, in 1974 with the cooperation of the two leaders and innovators of NLP, Bandler and Grinder. In this model, Erickson used language in artfully vague ways so that his clients could take the meaning that was the most appropriate for them. He induced and utilized trance states which enabled individuals to overcome their problems and discover their resources. He followed the way the mind worked naturally; besides, most of his work are now the presuppositions of NLP. He assumed there was a positive intention behind even the most bizarre behaviour and that individuals made the best choices available to them at the time. He also pointed out that at some level, individuals already had all the resources they needed to make changes. Shortly, The Milton Model is a way of using language to

1. Pace and lead the individual's reality
2. Distract and utilize the conscious mind
3. Access the unconscious and resources.

(O'Connor and Seymour, 2002: 114).

2.5.1 Sensory Language

The language people use can indicate which representational system they are using at a particular moment, such as eye movements. For example, people who are experiencing or representing the world visually generally use visual language. They utter sentences such as "I see what you mean", or "I get the picture" or "I need a different perspective on that". Another example is that people who are experiencing or representing the world auditorily usually try to use auditory language such as "That does not sound right" or "I hear what you are saying but..." or "His name rings a bell." People who are experiencing or representing the world kinaesthetically, on the other hand, tend to say sentences such as "I feel it is wrong" or "That does not

grab me” or “I cannot quite grasp that idea.” People who are experiencing or representing the world olfactorily prefer language such as “That is a bit fishy” or “I do not like the smell of this” whereas people who are experiencing and representing the world gustatorily tend to use a language such as “It has left a bad taste in my mouth.”

These sensory-specific words are called predicates in NLP. Although there are lists of equivalent words and phrases for each of the senses, in many cases there is no direct equivalent. Further research has to be done in this area of NLP because maybe most of us learn some specific idioms and patterns of speech from other people in our lives such as parents, teachers. The whole area of VAKOG gives rise to a great deal of interesting language based on the senses. We could consider the following framework in relation to this:

- The five senses: sight (seeing) , hearing, touch (feeling), smell, taste
- The corresponding parts of the body: eyes, ears, skin, fingers, nose, tongue
- The corresponding verbs: see (watch / look at), hear (listen to), touch / feel, smell, taste
- The corresponding descriptive phrases: looks + adjective, looks like + noun, looks as if verb phrase (and similar constructions with sounds, feels, tastes, and smells)
- Adjectives to describe sights, sounds, feelings (tactile and emotional), smells and tastes
- Associated expressions and idioms: Certain idioms and expressions are given below according to VAK:

	Visual	Auditory	Kinaesthetic
1	I can picture that dearly.	I hear what you are saying.	I catch your drift.
2	I can't quite see it.	It's all Greek to me.	I'm not with you.
3	We see things the same way.	We speak the same language.	We're close in lots of ways
4	We don't see eye to eye.	We're on different wavelengths.	We just don't connect.
5	Look at it this way.	Listen to this...	Let me run this by you...
6	It's becoming clear to me.	It's beginning to make sense.	I'm on the right track. I'm getting there.
7	Something just flashed through my mind./It's just dawned on me.	I've just clicked.	It's just struck me. I've made a connection.
8	Let me paint a detailed picture.	Let me spell it out for you. Let me tell you word for word.	Let me take you through it step by step. Let me walk you through it.
9	I take a dim view of that.	That's uncalled for.	That doesn't grab me.
10	What are you focusing on?	What are you stressing?	What are you getting at?
11	I've got a blind spot about...	I'm deaf to	I'm closed to / not open to..
12	My viewpoint is.. My point of view is...	--	My standpoint is ... Where I stand is ...

(Revell and Norman, 1997: 44)

As it is mentioned before, predicates are also important ways of recognizing what kind of representational system a person uses. When teaching a topic in order to be more effective, we should use a good cross-section of predicates from all representational systems, as well as using neutral words. The selection below will help teachers to decide which one to use accordingly (Revell and Norman, 1997: 45-46).

NEUTRAL

Nouns

thing, experience, thought, knowledge, understanding, description, representation, memory, belief

Verbs

think, believe, understand, remember, know, experience, describe, represent, explain, agree, disagree, concentrate, comprehend, consider

Adjectives

great, wonderful, excellent, OK, easy

VISUAL

Nouns

picture, image, point of view, viewpoint, perspective, focus, insight, horizon, scene, sight, glimpse

Verbs

see, look at, show, picture, focus, illustrate, visualise, reflect, dazzle, glance at, perceive, gaze

Adjectives

blinded, blank, hazy, blurred, revealing, bright, graphic, short-sighted, brilliant, clear, lucid, opaque

Expressions/idioms

My mind's gone blank. The future looks dim. Let's look closely at this. To shed some light on something. My view is a bit colored. It appears that...

AUDITORY

Nouns

sound, tune, tone, voice, volume, discord, harmony, echo, accent

Verbs

hear, listen to, tell, say, speak, talk, shout, stress, harmonize, tune in, amplify, ring, accentuate

Adjectives

deaf, dumbfounded, out of tune, off key, flat, sharp, speechless, loud, clear, smashing

Expressions/idioms

That rings a bell. To sing the same tune. That's music to my ears. I hear you loud and clear. What a lot of mumbo jumbo. That strikes a chord. Give/get an earful. I'm all ears.

KINAESTHETIC

Nouns

feeling, sensation, stress, pressure, temperature, gut reactions, emotion, weight, attitude, posture

Verbs

feel, touch, connect, move, bear, support, grab, hold, sting, grasp, fit, catch

Adjectives

closed, stunned, heavy, hard, tangible, cold, hot, cool, knocked out, smashing, sensational, comfortable, uncomfortable

Expressions/idioms

Give someone the cold shoulder. To get cold feet about something. To push someone's buttons. To wind someone round your little finger. He's a pain in the neck/arse. I'm going/falling to pieces. I feel it in my bones. I'm getting cold feet about this. I'm stuck/bogged down. That fits with my experience. I can't get a grip/handle on that. Give someone a rough ride. I can't put my finger on it. You cramp my style. Carpe diem (Latin)= seize the day / moment. Stick your neck out. Go over the same ground. Tread carefully. Blow hot and cold. Have an axe to grind. Meet me halfway.

OLFACTORY / GUSTATORY

Nouns

smell, aroma, perfume, odour, whiff, flavour, taste

Verbs

sniff, breathe in, stink, savour

Adjectives

fishy, stale, pungent, sour, sweet, bitter, acid, smelly, tasty, delicious

Expressions/idioms

It's a piece of cake! To have a good nose for something. To sniff out.

(Revell and Norman, 1997: 45-46)

2.5.2 Reframing

Before giving some information about 'reframing', we should understand first the meaning of 'frame' in NLP. In NLP, the word 'frame' is used to describe and define the boundaries or constraints of an event or an experience. A frame is another way in which we filter our perceptions of the world based on our internal representation of it. It is a kind of mental template. Like other filters, frames generally operate outside of conscious awareness where we have habitual, automatic ways of thinking about things that derive mainly from the beliefs we hold (Bavister and Vickers, 2004: 141).

Events or experiences do not have any meaning; they have only the meaning we give to them. That meaning is determined to a large degree by the frame in which we perceive it. When the frame changes, the meaning also changes, and also our response to it, the way we feel and how we act. In NLP, this is called reframing which is significant technique that can be used with yourself and with others to free them from the barriers that they can encounter, and it enables them to have more voice; in other words, reframing involves seeing things from a different perspective. Reframing is not a new concept that NLP invented. It is something most of us do on

occasion, for example, seeing a funny side when it rains after just after we have hung the washing out to dry. However, it is important to mention that reframing is not something about taking a Pollyanna approach where everything is wonderful.

The aim is to achieve a more realistic perspective on reality. Reframes have to make at least as much sense to people as the way they thought about things before, and they have to match their view of reality. If the reframes do not ring true for them they will be ineffective and may even be considered rude and patronizing.

(Bavister and Vickers, 2004: 145)

In NLP, there are two different types of reframing: meaning reframing and context reframing.

Meaning reframe (content reframe)

This type of reframing is essentially the things that have been discussed so far. There is nothing wrong with the stimulus – what actually happens; it is the response that is the problem, where you are not going to change the event or behavior, only the meaning that is attributed to it. Meaning reframing is useful where, in Meta Model terms, there is a cause and effect relationship, such as ‘I get frustrated when I have to wait’.

Humor is a kind of great, natural way of reframing. Telling jokes is a real reframe which starts with a particular frame and ends with some kind of twist in the tale (Bavister and Vickers, 2004: 145).

Context reframe

The main point of context framing is the presupposition that every behavior is useful and appropriate in some context. The secret of this framing is to ask questions such as: ‘When would this behavior be valuable?’ Asking that kind of a question enables the person to recognize that what they are doing is a simple behavior. They can then go on to explore the context.

Sometimes it can be difficult to recognize the difference between context and meaning reframing. Two important points in to separating are as follows (Bavister and Vickers, 2004: 146).

- Identifying where or in what situation a behavior or event would be useful is context reframing.
- Attributing a specific meaning to a behavior or event is meaning reframing.

Grinder developed one of NLP's best-known techniques and one of the first patterns and it is called 'six-step reframing' which is used when someone is unhappy with an aspect of their behavior that they would like to change. These steps are as follows:

1. Allow yourself to relax fully and turn your attention inwards, thinking only about the behavior you want to change.
2. Establish communication with the 'part' that's responsible for the behavior by asking, in your mind, 'Please give me a signal if you are willing to communicate with me'. Be aware of anything that changes, such as internal sounds, images or feelings; if you get what may be a signal, but it's weak, invite the part to 'Please make the signal stronger if the answer is yes'. Thank the part for some time; it may need some coaxing. (If you receive no signal after a number of times of asking, you may have to consider another approach to the problem.)
3. When you have a clear, unambiguous signal, the next step is to discover the positive intention behind the problematic behavior. Ask 'What is it you are trying to do for me or communicate to me that's positive by means of this behavior?' You may hear a voice in your head or simply 'know' the answer. Don't try to figure out consciously what it might be, just allow it to emerge. If the answer seems to be negatively stated, first thank the part and then simply ask again, 'What is your positive purpose?'

4. Once you know what that purpose is, say ‘Please go now to your creative part and ask it to come up with three new ways to satisfy the positive intention’. It may produce a symbol, sound or some other response that doesn’t make much sense to your conscious mind. Just go with what ever comes up. Some people don’t think of themselves as being creative and are surprised when they discover this part. Putting a limit of three on your request gives you a real choice and also prevents your creative part from continuing to supply you with an endless number of useful suggestions. It really is that creative!
5. Once you have those three ways, ask the part responsible for the problematic behavior to confirm that it accepts the alternative choice(s) by using the same signal as before. Sometimes a particular choice is not acceptable, and you need to go back and generate more choices.
6. Finally, carry out an ecology check by asking whether any other parts object to these new choices being implemented. If you do find there are ecological concerns, you need to go back to Step 2 and repeat the process, making contact with that part and discovering its positive intention, etc.

(Bavister and Vickers, 2004: 149)

2.5.3 Use of Metaphor in NLP

The word “metaphor” does not mean the same thing as it is used in the study of literature. What the word “metaphor” means in NLP is “an indirect communication by a word, expression or story which implies similarities between things or events.

Metaphor in NLP by-passes the conscious mind and gives us direct access to the non-conscious mind. It is a wonderful way of giving indirect suggestions to someone. The conscious mind might well reject or refute advice, but it cannot really object to you telling a story. So, the non-conscious mind is free to consider the messages of the story. A metaphor is by its very nature ambiguous, and open

to interpretation. If you are in good rapport with a person, their non-conscious mind will interpret the story in the way which is most beneficial to them. This will give the person new options about what to do to change their situation. The non-conscious mind, though, is likely to reveal itself as a flash of inspiration, a sudden new perspective on the situation; something the person has thought of all by themselves-so resist the impulse to point out your role!

What is important is that you have helped. People will eventually- non-consciously-come to realize that they feel better when you are around, so you will get your reward in the long-term!

(Revell and Norman, 1997: 101)

2.5.4 Verb Power

The parts of speech that people use can affect how they experience the world. A nominalization, which is a pattern when a verb describing an ongoing process has been turned into a noun, is the result when a process has been fossilized into an abstract noun. In school, it is taught that a noun is a person, place or thing', and they are not changed and they exist; which is true for concrete nouns. However, abstract nouns such as 'love', 'freedom', 'respect' and 'happiness' are quite clearly transitory and changing when we look at them objectively, but when we are emotionally invoked we forget objectivity and we start to view these abstractions as if they really exist and as if they are fixed like other nouns.

In contrast, verbs are much more fluid, which involves action or an ongoing process, and this can be lost if they are nominalized and changed into a static noun. Nominalizations are often accepted as the dragons of the Meta Model, which cause no trouble as long as you do not think they actually exist. They delete so much information that there is hardly anything left. As a result, as teachers, we should try to use and make students use verbs rather than nominalizations in order to be more forceful in communication.

Besides nouns and verbs, there is another important issue in linguistics, which is called modal 'operators'. Words such as 'cannot' and 'must not' are known as modal operators. Modal operators are divided in two main types: modal operators of necessity and modal operators of possibility. Modal operators of possibility are

stranger than modal operators of necessity. These modal operators of possibility are ‘can’ and ‘cannot’, ‘possible’ and ‘impossible’. There are some laws of nature; for instance, ‘Pigs cannot fly’, or ‘man cannot live without oxygen’. Nevertheless, limits set by a person’s beliefs are quite different; for example, ‘I cannot change’. There can be no problem if a person thinks he has some capabilities in doing certain things. Here ‘cannot’ is something which limits the capability of doing something because it is often taken as an absolute state of incompetence, not amenable to change (O’Connor and Seymour, 1990: 95-98).

Fritz Perls, who was the originator of Gestalt therapy, used to respond to clients who said “I cannot.....” By saying, “Do not say ‘I cannot’; say ‘I will not’.” This rather ferocious reframe immediately shifts the client’s stuck state to a state of being able to at least acknowledge the possibility of choice. (O’Connor and Seymour, 1990: 95-98) In order not to break rapport, a clearer question, such as ‘what would happen if you did?’ or ‘What stops you?’ or ‘How do you stop yourself?’ can be more beneficial when a person utters a sentence such as “I cannot learn English”.

The same aspect is valid for modal operators of necessity, which involve a need. Modal operators of necessity, are the words like ‘should’ and ‘should not’, ‘must’ and ‘must not’, ‘ought’ and ‘ought not’. For instance, if a person says “I must not talk in the class” you can reply him/her by asking “What would happen if you did?” in order not to break communication.

Tenses are also influential to create communication. While speaking the verb forms are generally used with a time reference (present/past/future) and indicate whether it is more or less likely- (by means of conditionals or modals). For instance, if you want to emphasize your strengths and qualities in the past, you say a sentence like: ‘I used to be so energetic’. You may try bringing this quality of being energetic into the present for a change, ending up with a positive affirmation: “I am so energetic”.

On the other hand, if a person utters a sentence such as “I am going through a terrible time” by using the present continuous tense, which indicates that it is still very much part of their current experience, and that it is very difficult for them to

envisage anything beyond it, a possible challenge to this sentence can be to say “Tell me about this terrible time you have been going through...”. Here the use of the present perfect continuous tense slips their terrible time at least partly into the past and makes it less present. It allows them to begin to move away from their problems, freeing them to focus on possible solutions (Revell and Norman, 1997: 127).

2.6 Humanistic Approaches

The humanistic approach is a kind of concept which NLP is profoundly influenced by. The approach comprises a number of approaches and techniques which put the emphasis on the importance of the inner world of the learner, and see the individual's thoughts, feelings and emotions as the basis for all human development (Williams and Burden, 1997: 33). These approaches add a new dimension where the focus is on the development of the ‘whole’ person rather than only on the development and employment of cognitive skills. In this respect, theories introduced by Eric Erickson, Abraham Maslow and Carl Rogers have identified a number of the key elements of the humanistic approaches to education.

1. Erik Erickson and Eight Stages of Psychological Development

The basis for Erickson's theory (Williams and Burden, 1997) consists of eight stages through which a human develops psychologically. Erickson suggests that every individual passes through maturational stages set by society from birth to old age, which impose various challenges on his/her life. If these challenges are dealt with adequately with the help of the significant people in their lives, the move to the next stage would be relatively smooth and more positive future challenges would be expected. However, if these challenges are not handled well enough, they might frequently reappear as problems and make future challenges difficult to cope with (Williams and Burden, 1997: 33).

STAGE	CRISIS	RESOLUTION	POOR RESOLUTION	STRENGTH
1. Infancy	Basic trust vs. mistrust	Confidence in satisfaction of needs	Rage due to uncertainty of satisfaction	Hope
2. Early childhood	Autonomy vs. shame and doubt	Independence stemming from self-control	Estrangement due to being controlled	Willpower
3. Play age	Initiatives vs. guilt	Acting on desires, urges, potentials	Conscience restrains pursuits	Purpose
4. School age	Industry vs. inferiority	Absorbed in "tool world"	Skills and status inadequate	Competence
5. Adolescence	Identity vs. identity confusion	Confident that sameness seen by others	Previous identity developments fail	Fidelity
6. Young adulthood	Intimacy vs. isolation	Fusing identity with another	No close relationships	Love
7. Adulthood	Generativity vs. stagnation	Guiding the next generation	Arrest of the ripening process	Care
8. Old age	Integrity	Emotional integration	"Time is short"	Wisdom

Figure 5. Erikson's Eight Stages of Psychological Development(from Allen, 1997: 161)

2. Abraham Maslow and Hierarchy of Human Needs

Some psychologists have explained human behavior in terms of meeting basic needs driven by certain needs. The best known supporter of this idea is Abraham Maslow who proposed a hierarchy of human needs. Maslow's human needs are based on two groupings: deficiency (or maintenance) needs and being (or growth) needs. Deficiency needs are related to an individual's basic physiological needs such as hunger, thirst, sleep, need for security or safety, need for belonging, love and self-esteem. All the needs mentioned are essential for the psychological and biological balance of a person. Within the deficiency needs, each lower need must be met before moving to the next higher level; otherwise, it will be impossible to fulfill needs further up the hierarchy.

Being needs are related to the fulfillment of the individual's potential regarding cognitive and aesthetic needs and self-actualization. Self-actualized people are characterized by

1. Being problem-focused,
2. Incorporating an ongoing freshness of appreciation of life,
3. A concern about personal growth,
4. The ability to have peak experiences

(Maslow, 1971).

Maslow's hierarchy of human needs has important Insights for the teacher. These can be listed as follows:

- Students may have difficulties with learning in schools if their basic needs are not met.
- It is important to establish a secure environment where learners have a sense of belonging and build up self-respect by receiving respect from others.
- Learners should be encouraged to think (cognitive needs) and not be penalized for being different and creative (aesthetic needs)
- Classroom tasks (all learning tasks) should be challenging and encourage curiosity in order to help learners realize their full potential.
- One of the primary functions of education is to enable learners to develop as individuals in their own right and thereby achieve self-actualization (Williams and Burden, 1997: 34-35).

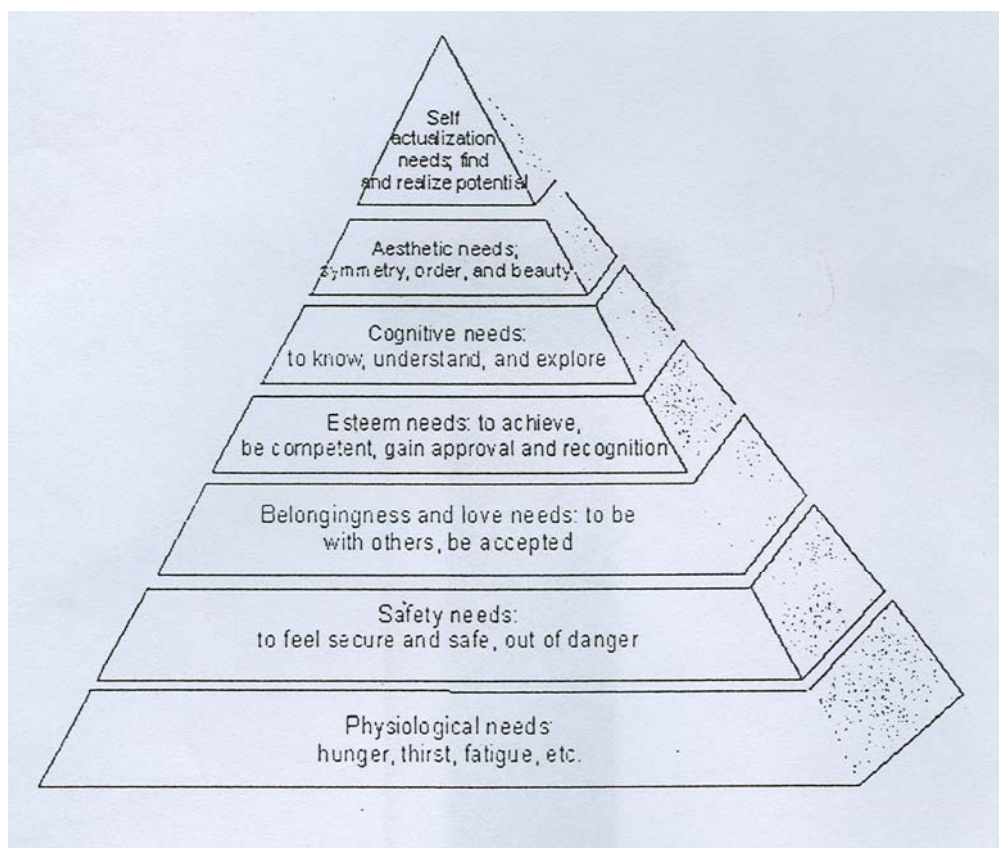


Figure 6. Maslow's Hierarchy of Human Needs (Hjelle and Ziegler, 1992: 448).

3. Carl Rogers and the Whole Person

Rogers has had a great influence on humanistic psychology. Rogers' personality theory was based on empathy as he believed that the only way to understand someone's personality was through that person's own point of view, and that present feelings and emotions greatly impact personality. Rogers believed that every person was driven by the innate tendency towards self-actualization, or what Rogers called a fully-functioning person, so as to develop physical and psychological abilities and potentials. Other important proponents of Roger's theory include unconditional positive regard, positive self-regard, conditions of worth and conditional positive regard. According to this theory, individuals can strive towards self-actualization if they are provided with unconditional positive regard, which

refers to receiving approval regardless of behavior. If a person receives continual unconditional positive regard, they will eventually develop positive self-regard, where they will view themselves in a positive light, thus will increase self-esteem. However, if conditional positive regard is demonstrated that is, only certain behaviors are approved and other unexpected behaviors are disapproved, then it sets condition of worth and thus impedes self-actualization.

Rogers has obviously made great contributions to the humanistic approach within education, which have been summarized as follows:

- Human beings have a natural potential for learning, and significant learning will only take place when the subject matter is perceived to be of personal relevance to the learner, i.e. experiential learning.
- Learning which is self-initiated and which involves feelings as well as cognition is most likely to be lasting and pervasive.
- When there is a perceived threat to the learner's self-image, resistance to learning is likely to occur.
- Independence, creativity and self-reliance are most likely to flourish in learning situations where external criticism is kept to a minimum and where self-evaluation is encouraged.
- The most socially useful kind of learning to prepare learners to cope with the demands of the modern world is learning about the process of learning itself, a continuing openness to experience and preparedness to become involved in the process of change.
- This kind of learning best takes place in an atmosphere of 'unconditional positive regard'. This can be best established when teachers come to see their learners as clients with specific needs to be met. Within such a relationship, it is essential that teachers convey warmth and empathy towards the learner in order to establish a relationship of trust.

(Williams and Burden, 1997: 35-36)

Within this theory, the ideas that the humanistic approach has contributed to education can enable teachers to practice the concepts below:

- Create a sense of belonging.
- Make the subject relevant to learners.
- Involve the whole person.
- Develop personal identity.
- Encourage a knowledge of self.
- Encourage self-esteem.
- Involve feelings and emotions.
- Minimize criticism.
- Encourage creativity.
- Develop a knowledge of process learning.
- Encourage self-initiation.
- Allow for choice.
- Encourage self-evaluation.

(Williams and Burden, 1997)

In conclusion, the purpose of all Humanistic Approaches is to provide a foundation for personal growth and development so that learning will continue throughout life in a self-directed manner, which NLP is based on as an alternative approach in human success and excellence. Furthermore, NLP, which is an alternative method in teaching English, broadens the concepts in these Humanistic Approaches into a neurological level. (Wood, 1996: 126 in Mayer and Cobb).

CHAPTER 3

METHODOLOGY

The present study aims to investigate the effects of NLP techniques in teaching and learning English as a second language. It primarily aims to see how NLP techniques enable learners to develop a system to understand and support themselves in coping with the anxiety caused by any problems related to learning English. From the point of the teachers, it also aims to implement some fruitful NLP techniques in adequate ways in order to create a positive and amusing atmosphere in teaching English. The sections below also comprise the questionnaire and feedback form the researcher has exploited (See Appendix 1).

3.1 Research Questions

In this study, the following questions will be centered upon:

1. What sort of techniques do generally teachers apply in teaching English in the preparatory class? Are these techniques helpful to make learners understand the topic?
2. Are teachers aware of any NLP techniques?
3. Are teachers aware of the NLP presuppositions which are in the heart of NLP, or do they apply these presuppositions subconsciously?
4. Besides these presuppositions, are the teachers aware of the importance of the representational system in NLP, which are called VAKOG. They refer to: Visual (Images), Auditory (Sounds), Kinesthetic (Touch and Internal-feelings), Olfactory (smell), and Gustatory (Tastes).
5. Do they select appropriate activities which contain these representational systems?
6. Will the techniques that are used in NLP be beneficial in implication for the learners who are learning English as a second language?

3.2 Participants

The groups involved in the research were the students in the two pilot classrooms at the Preparatory School at Çağ University, a private university in Mersin. There were 19 students in one classroom and 17 in the other, so a total of 36 students participated in the questionnaire and the NLP activities.

Most of the students, who participated in this questionnaire, graduated from different state high schools in Turkey. Nearly ten of the students graduated from different private schools in Turkey. The level of the students was pre-intermediate, which indicated that they acquired basic skills in English and they can understand and follow the instructions in answering the questionnaire and doing the activities in the classroom easily.

The researcher's timetable contained 14 hours of coursebook teaching; 7 hours for one classroom and 7 hours for the other.

The text book which was taught during the education period was Enterprise series, Coursebook 2 and Coursebook 3, which were supplied by workbooks and grammar books series. These books generally covered reading texts related to the grammar topics. There were also some writing and speaking activities which students could use grammar topics that they had learnt.

At Preparatory School of Çağ University, there were 17 teachers, nine of whom have a teaching experience of more than 10 years whereas the rest of them have a teaching experience of 2 or 3 years. Basically traditional methods and techniques are preferred to apply at Preparatory School of Çağ University due to the fact that the teachers have to catch up with the pacing and they also follow grammar books, workbooks and coursebooks in their curriculum.

3.3 Procedures and Findings

According to the questionnaire which was evaluated, out of 36 students, there is a great number of students possessing the visual representational system. There is a lower rate of students possessing the visual-auditory representational systems and the auditory representational systems. The lowest number of learners is those who possess the visual-kinaesthetic system, a kinaesthetic system and auditory-kinaesthetic systems. These findings are displayed in the chart and bar graph below. Following the chart and bar graph, further details have been supplied.

Number of the students	Representational Systems
21	Visual
6	Auditory
6	Visual-Auditory
1	Kinaesthetic
1	Visual-Kinaesthetic
1	Auditory-Kinaesthetic

The bar graph below indicates the percentages of the questionnaire results.

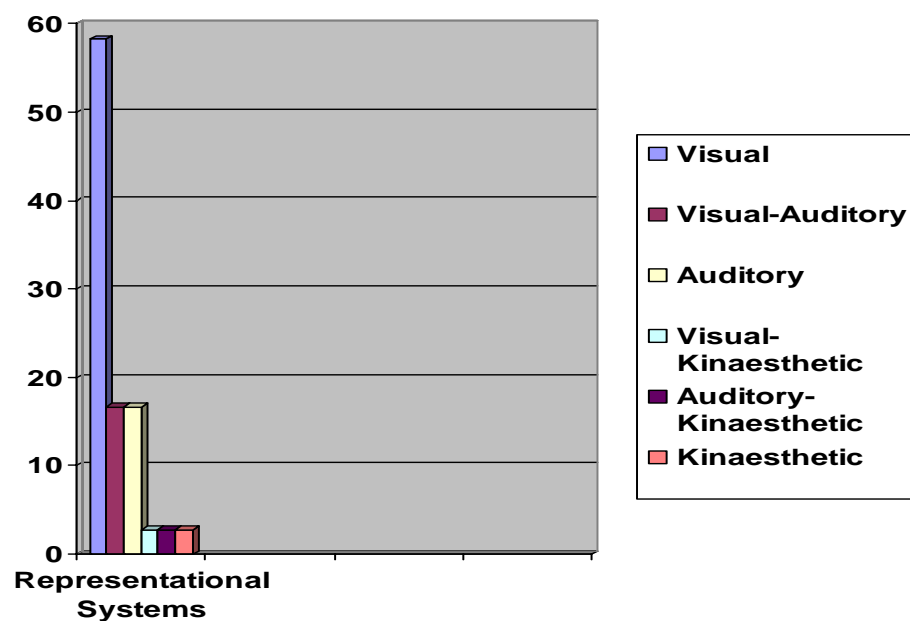


Figure 7. Illustration of the Percentage of Learning Styles.

3.3.1 Questionnaire and Results

Before implementing the NLP techniques in these classrooms as a first step, a questionnaire (See Appendix 1)) was carried out to identify the types of learners in the two pilot classrooms in the preparatory class at Çağ University according to the VAKOG criteria in order to find out and apply useful and beneficial techniques and activities in NLP which would create a secure and an amusing atmosphere that could make the teaching and learning process meaningful and helpful on behalf of the participating students in.

According to the result of the questionnaire, the following findings can be stated:

1. *Visual Learners:* 21 students out of the 36 have a strong preference for the visual sensory system, which means that they are able to learn and remember effectively through pictures, diagrams, maps, charts, graphs, colors and shapes. They tend to take notes during the lessons, and go over them again later. They are good at color-coding and making drawings in order to clarify and retain meaning.

2. *Auditory Learners:* Six students out of the 36 are auditory learners who need listening and hearing things in order to learn. They also report things in their mind in order to learn better.

3. *Visual-Auditory Learners:* Six students out of the 36 have a strong reference for both visual and auditory sensory system. As a result, these students can learn through pictures, graphs, colour and shapes. They prefer seeing things written down. Besides they tend to take notes. According to the result, these learners are also auditory types of learners who like to get information through their ears. They like to listen and hear things being said and listen to the recordings.

4. *Kinaesthetic Learners:* One student out of the 36 is kinaesthetic learner who can learn easily by participating, experiencing, moving in the learning process by himself/herself. While experiencing something in the learning process, body language (moving hands and feet) and emotions are also important for this type of learners. He/she tends to take notes, not necessarily to look at them again, but

because the movement of their hand across the page assists them to get and store information effectively.

5. *Visual-Kinaesthetic Learners*: One student out of the 36 is visual-kinaesthetic type of learner. This student needs pictures, diagrams and graphs in order to learn a subject matter. He/she also likes getting information through his/her hands, body and emotions. He/she likes touching things, moving his/her hands or feet, and walking around the classroom. He/she also takes notes in order to learn efficiently and also because of being a kinaesthetic learner, the movement of his/her hand across the page helps him/her absorb information.

6. *Auditory-Kinaesthetic Learners*: One student out of the 36 is auditory-kinaesthetic who requires both hearing (listening) the things which are said, body language and emotions to get information efficiently. For this type of learner, besides listening to a subject matter, touching things, moving his/her hands/feet and walking around the room are also essential.

3.3.2 NLP Activities and Oral Feedback

Having made her students gain insight into the area of representational systems with the help of the questionnaire above, the researcher then moved on into investigating some other issues of NLP, choosing not all the presuppositions, core-concepts and areas of NLP language to work on, but rather being selective. For this reason, she has implemented classroom activities concerning only six of the presuppositions mentioned in section 2.3, five of the core-concepts mentioned in 2.4 and only one of the language areas mentioned in 2.5. These activities were chosen since they are simple and practical to use in the classroom, and very powerful in motivating learners to learn willingly in a relaxed, enjoyable and secure atmosphere.

1. *Presupposition (Mind and body are interconnected.)*

As noted earlier, according to this presupposition our mind affects our body and our body affects our mind. If our state of mind is good, we tend to feel good physically too. And the better our body feels, the better our mind functions. Therefore, doing physical activities in the classroom optimizes the learning state of our learners. Controlled breathing, physical exercises and relaxation activities all relax and recharge learners to provide them to learn more effectively (Revell and Norman, 1997: 20).

Activity 1	Three Minute Exercise
Aim	To make learners relax and let their conscious to go free of stress, tension in mind and body, and create motivation and readiness for learning
Level	Pre - Intermediate
Language Focus	Imperatives
Procedure	<p>The researcher gave the instructions and asked students to follow these instructions.</p> <p>“Sit in a balanced, upright position with both feet flat on the floor, hands resting on your thighs, sit up straight and feel the head balanced on the top of your spine. If you feel comfortable doing so, close your eyes. Take a deep breath in, keeping your shoulders still and relaxing your tummy as you do so. Now, breathe out, pulling your stomach in.</p> <p>Next time as you breathe out, you are going to relax your body from the top down. Breathe in again; as you breathe out, relax your face, relax your neck, relax your shoulders, relax your arms, relax your abdomen, your bottom, your legs, your feet. Finish breathing out. And let go. Let all the tension drain out through your feet into the ground.</p> <p>Once again, consciously relax your body from the top down. Breathe in and as you breathe out, relax your face, your neck, your shoulders, your arms, your hands, your bottom, your legs, your feet, let go.</p> <p>Once more time, and this time as you relax- say mentally to yourself ‘I am relaxing my face, I am reaxing my neck, I am relaxing my shoulders.... And so on.</p> <p>And now, take another deep breathe in, and smile, and breathe normally. And stretch, and open your eyes.”</p>
Tips for Teachers	Teachers can do this activity in the classroom as a way of eliminating tiredness and boredom, and also as a way of getting learners into a good learning state.

2. Presupposition (*The map is not the territory.*)

According to this presupposition different people believe different things, and what people believe influences what they do and what happens to them. People are also different in how they experience the world and how they represent ‘reality’ in their mind.

Activity 2	Different Views of the Sea
Aim	To make learners to realise that how people experience the world in different ways.
Level	Pre - Intermediate
Skills	Speaking and writing
Procedure	<p>The researcher asked the students to answer the questions ‘How would the following people experience the sea?’ and to write down the first thing that came into their mind.</p> <ul style="list-style-type: none"> • a fisherman • a mermaid • an artist • a child • an ice-cream vendor • a computer scientist <p style="text-align: right;">(Revell and Norman, 1997: 27)</p>
Tips for Teachers	By using this activity, learners can put their thoughts into writing and they find the opportunity to make their own mind maps related to given topics. Besides this activity can create a speaking atmosphere for the learners by using sentences like: I think ..., I don’t think, Moreover, they feel secure and relaxed to explain their ideas.

3. *Presupposition (The map becomes the territory.)*

This presupposition in NLP is based on the power of belief and self-fulfilling prophecy. If you believe something to be true, you make it true. This idea is valid both for positive, and for negative beliefs. Giving positive messages rather than negative ones provides self-esteem in yourself as a teacher and your students as learners, and they are able to improve learning.

Activity 3	Chuck out your limiting beliefs.
Aim	To give positive messages rather than negative ones in order to provide self-esteem in yourself as a teacher and your students as learners.
Level	Pre - Intermediate
Skills	Speaking
Procedure	<p>The researcher asked the students to make a list of things that they thought they could not do or were no good at in learning English, like I cannot understand ‘the present perfect tense’.</p> <p>I am not good at ‘pronunciation of some words in English’.</p> <p>I cannot remember ‘words and their meanings easily’.</p> <p>Then the researcher told them to rewrite their lists in the form: ‘I can if’ I choose to’, or ‘I cannot..... yet’.</p> <p>For example:</p> <p>I can understand the present perfect tense if I choose to.</p> <p>I cannot pronounce some words in English yet.</p> <p>After the students had written their sentences, the researcher asked them to tear the first list and throw it in the waste paper basket. She told the students to keep the new list; finally the students stuck the new list on the wall in the class.</p>
Tips for Teachers	This activity is also a useful way of including speaking and listening skills which force learners to speak by discussing the topic. This activity can also create a friendly and secure atmosphere for learners to realise their strong and weak points in learning process, and increase the motivation.

Activity 4	The Drought
Aim	To create a relaxed and safe atmosphere in the classroom.
Level	Pre - Intermediate
Skills	Listening and speaking
Procedure	The researcher read the story “Drought” until the last sentence and then she stopped, asked the learners to guess the last sentence. The learners uttered their sentences and the researcher wrote them on the board. Eventually she read the last sentence and the learners compared their answers with the last sentence. Finally, the teacher asked them what the story was about and which lesson they learned from the story.
Tips for Teachers	This activity is a good example of listening and speaking activity which creates a secure atmosphere in the classroom in order to make learners express their ideas.

4. Presupposition (The resources we need are within us.)

According to this presupposition, resources in NLP create positive stimuli like a sense of humor, confidence, patience, good listening skills and so on. If we have the resources we need to make the changes we want to, we will be successful in any area in life. If we want to translate this into education, we should keep these points in mind:

- It is very easy to be aware of our weakness. Be aware of your strengths too for a change.
- Help students to be aware of what they are good at-whatever it is, and however irrelevant in might seem to what they are learning (for it never is).
- Help them to analyse how they are good at things, so they can use the same strategies in other contexts where they think they are not so good.
- You can transfer resources you have in one area of your life to another area where you do not.

(Revell and Norman, 1997: 69)

Activity 5	Lifeline
Aim	To create positive stimuli like a sense of humor, confidence, patience, good listening skills to make the changes we want to be successful in any area in life.
Level	Pre - Intermediate
Language Focus	S. Past Tense
Skills	Listening / Speaking / Writing
Procedure	<p>1. The researcher drew a line, and marked against it the key events of her life, which focused particularly on events which illustrated an aspect of her character, where she learned something significant or where she gained a skill or resource (sense of humour, courage, humility, etc).</p> <p>→1967 born →1974 started primary school (loved school and friends) →1981 boarding school (enjoyable memories) →1987 university (got new friends and started to know the world) →1992 started teaching (gained courage and experience) →1995 got married (became wife and felt happiness) →2002 husband died (sorrow, sadness) → 2003 came back to Mersin and started to teach at Çağ University. (felt excitement) →2005 travelled and enjoyed life ↓→2006 now feels happy to be with her students</p> <p>2. After finishing her lifeline, she reviewed her lifeline in terms of the following questions:</p> <ul style="list-style-type: none"> • What were the turning points? • What patterns of experience, achievement or lesson can you see? • Which things enhanced her life and enriched her life? • Which things should she avoid in future?

	<ul style="list-style-type: none"> • What were the positive outcomes (goals) or intentions of any negative events? • What does the purpose of your life seem to have been so far? • What resources has she gained? Link specific resources to specific moment or events • What has she learned from her life? <p>3. Afterward, the researcher asked her learners to draw their own and finally they compared their lifelines with their partner's lifelines.</p>
Tips for Teachers	<p>This activity can also be used as a very personal way of practicing the past simple. It can also be done as a writing activity as well as a speaking activity. It involves all kinds of skills like listening, speaking, writing and so on. In addition, it is a good way of establishing a well-prepared communication between teachers and learners / learners and learners. By applying this activity students can get to know you, their friends and themselves, and it can facilitate the learning and teaching process.</p>

5. Presupposition (Communication is non-verbal as well as verbal.)

As it was mentioned in Chapter 2, communication is more non-verbal than verbal. Learners of a foreign language also need to notice and practise non-verbal as well as verbal communication. Besides this, teachers are also models of using non-verbal communication. As a result, they should consider their language, gestures, attitudes, appearance and the messages they are conveying.

Activity 6	Show with your body												
Aim	To convey meaning through non-verbal communication.												
Level	Pre - Intermediate												
Skills	Speaking												
Procedure	<p>The researcher selected some adjectives that she had taught in the previous lessons; and then she divided the students into pairs and told one student from each pair to act out these adjectives, and the other partner tried to guess which adjectives were described through mimes and gestures. The adjectives selected were</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>happy</td> <td>doubtful</td> <td>angry</td> </tr> <tr> <td>bored</td> <td>sad</td> <td>patient</td> </tr> <tr> <td>embarrassed</td> <td>tired</td> <td>frightened</td> </tr> <tr> <td>satisfied</td> <td>confident</td> <td>amused</td> </tr> </table>	happy	doubtful	angry	bored	sad	patient	embarrassed	tired	frightened	satisfied	confident	amused
happy	doubtful	angry											
bored	sad	patient											
embarrassed	tired	frightened											
satisfied	confident	amused											
Tips for Teachers	This activity is an excellent way of getting rid of the tiredness occurring in the classroom. It is also a good activity, especially, for kinaesthetic type of learners. It creates a relaxed and a hilarious atmosphere in which to communicate non-verbally.												

6. Presupposition (Communication is non-conscious as well as conscious.)

People believe that unless they learn something consciously, they do not learn it. However, people retrieve information non-consciously too. As a result of this, there have been times when they have been surprised by knowing something without being aware of that.

Some thinkers describe us as being two people, the 'conscious me' and the 'non-conscious me'. Usually we are quite good at communicating with the 'conscious me' but less successful when it comes to communicating with the other one. We are not taught how to. In fact, we are often taught not to.

(Revell and Norman, 1997: 95)

Activity 7	NLP Alphabet
Aim	To communicate non-conscious as well as conscious and create an enjoyable classroom atmosphere
Level	Pre - Intermediate
Skills	Listening
Procedure	<p>The researcher implemented an activity, which is called NLP Alphabet. She wrote out a large copy of the alphabet as below and stuck it on the wall.</p> <p style="text-align: center;"> A B C D E F G H L R L B R R L B </p> <p style="text-align: center;"> J K L M N O P Q B L R B R L L R </p> <p style="text-align: center;"> S T U V W X Y Z B R L R R B L R </p> <p>In this alphabet, letter L indicated that when the researcher read out this letter, students would simultaneously respond to this letter by raising their left hand (and right knee). When she read R, it indicated that the students would respond to it by raising their right hand (and left knee). When she read letter B, it indicated that the students would respond by raising both hands (and jump in the air).</p>
Tips for Teachers	<p>This activity can create a secure and enjoyable atmosphere and makes learners listen to the instructions carefully to practice. However, it is not an easy exercise to do because it values total concentration. This activity has two benefits: The first one is improved concentration, and the other one is physical co-ordination. It is also quite convenient for kinaesthetic learners.</p>

7. Core Concept (VAKOG: How we experience the world)

The significant main point of this core concept is while we experience the external world through our senses (our primary senses), we also use our senses to access information internally when we remember or imagine things. In NLP, this is called the lead system. Every person does this in different ways and many people tend to have a preferred representational system when they remember or imagine (Revell and Norman, 1997: 35).

Activity 8	Column Dictation
Aim	To increase learners' motivation and participation.
Level	Pre - Intermediate
Skills	Listening and Speaking, Writing
Procedure	<p>In order to implement this concept, the researcher wrote these words on the board:</p> <p style="text-align: center;">SEE HEAR FEEL SMELL TASTE</p> <p>and then distributed a copy of paper to each student which contained these words:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Rain Silk Onion Computer Telephone Garlic Story book Moem River Grass Bus Sand Rose Church Leather Coffee Fish Cat Train Baby friend Yourself Your country Mersin Politics Learning English Maths Love The future</p> </div> <p>Afterward the researcher asked them to identify these words by asking them questions like:</p> <ul style="list-style-type: none"> • Do you SEE the thing or SEE the word? • Do you HEAR the sound the thing makes or HEAR the word being spoken? • Do you FEEL the thing, either physically or emotionally? • Do you SMELL it? • Do you TASTE it? <p>Finally, the students put the words in appropriate categories. (Revell and Norman, 1997: 37).</p>

Tips for Teachers	This is a kind of activity which includes integrated skills and enables high student motivation and participation. This particular activity helps students to think about how they represent things in their minds, in terms of which senses they use. It also highlights the fact that different people represent things in different ways.
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Activity 9	NLP Spelling Technique										
Aim	To enable learners to visualize words while they are learning pronunciation of some words.										
Level	Pre - Intermediate										
Skills	Listening, Writing										
Procedure	<p>The researcher implemented another activity on VAKOG (How we experience the world, which is called NLP Spelling Technique. Spelling phonetically is easy in phonetic languages; however, English is not a phonetic language and people who use an auditory phonetic approach, are generally poor spellers. On the other hand, good spellers in English are the ones who visualize the word. Eyes looking up, they often check how it feels kinaesthically to write the word. Teachers can teach their students this by using this spelling technique.</p> <p>The researcher followed these steps to implement it:</p> <ol style="list-style-type: none"> 1. The researcher chose some words that the students had learnt in previous lessons. 2. She wrote them on cards and then held a card up high with the word on it so that the students could look up to see it. <p>The words were:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">confident</td> <td style="width: 50%;">advantage</td> </tr> <tr> <td>inheritance</td> <td>optimistic</td> </tr> <tr> <td>pessimistic</td> <td>essential</td> </tr> <tr> <td>satisfied</td> <td>sensible</td> </tr> <tr> <td>necessary</td> <td>situation</td> </tr> </table>	confident	advantage	inheritance	optimistic	pessimistic	essential	satisfied	sensible	necessary	situation
confident	advantage										
inheritance	optimistic										
pessimistic	essential										
satisfied	sensible										
necessary	situation										

	<ol style="list-style-type: none"> 3. Then she told the students consciously to blink their eyes to take a mental photograph of the words. 4. She asked them to close their eyes and picture the word clearly, looking up inside their heads to see the ‘photograph’ they had just taken. 5. After that they wrote down the words from memory. 6. The researcher repeated steps 1-4 as often as necessary until the students learned the words. If necessary, the researcher broke the word into shorter sections, or asked students to imagine any problem parts bigger in their heads. 7. To prove their success, the researcher asked them to visualise the words and then spell them backwards by ‘reading’ the letters from their heads. (This is only possible if they can ‘see’ it.)
Tips for Teachers	<p>This activity can be useful for pronunciation of some words; especially for the difficult ones for the students. Moreover, it enables learners a secure atmosphere to practise pronunciation.</p>

8. Core Concept (Outcomes: knowing where you are going)

As it was mentioned in Chapter 2, outcomes in NLP means goals, objectives. NLP is a kind of ‘achievement-oriented’ technique and is based on the belief that knowing precisely what you want helps you to get it. In order to actualize this, first you should have well-formed outcomes and then you should begin to move toward them.

Activity 10	Stepping up and stepping down
Aim	To create a secure atmosphere and increase motivation.
Level	Pre - Intermediate
Skills	Listening and Speaking
Procedure	<p>There is an activity about the outcome ‘Knowing where you are going’ which was also implemented by the researcher, which is called as ‘stepping up and stepping down’. The researcher followed the steps below to do the activity.</p> <p><i>1. Stepping up</i></p> <p>Having a sense of where an outcome is leading us and how it ties up with larger dreams and desires can confirm us in our belief that this is an appropriate outcome for us. It can also strengthen our resolve to reach that outcome.</p> <p style="text-align: right;">(Revell and Norman, 1997: 61)</p> <p>Under the light of this idea, the researcher first asked her students to choose an outcome (goal) in their personal lives such as ‘to sing well’, ‘to be good at English’ and so on.</p> <p>And then she told them to answer them an important question about their outcome:</p> <p style="padding-left: 40px;">‘If you had that outcome (goal), what would it do for you?’</p> <p>After that she asked another question based on the answer:</p> <p style="padding-left: 40px;">‘And if you had another thing, what would that do for you?’</p> <p>And asking questions, she kept going up and up by using each answer as the basis for a new question, until she thought she could go on no further.</p> <p><i>2. Stepping down</i></p> <p>Whenever we have an outcome, some sort of obstacle is presupposed; otherwise, we would already be there. Stepping down is a way of uncovering-what the obstacles might be, so we can begin to deal with them if we choose to. We may alternatively decide to modify our outcome or possibly ever abandon it altogether.</p> <p style="text-align: right;">(Revell and Norman, 1997: 61)</p> <p>Depending on that idea, the researcher chose a couple of students to show the way how this technique went on.</p>

	<p>Student : My outcome (goal) is to be good at speaking English.</p> <p>Teacher : So what stops you?</p> <p>Student : When I speak, I am afraid of making mistakes, and I do not feel comfortable, I feel that I am not successful in doing it.</p> <p>Teacher : So what would you want instead of the fear of being unsuccessful in speaking?</p> <p>Student : I would like to be comfortable and relaxed, and to be successful in speaking</p> <p>Teacher : So, what stops you believing you can do it?</p> <p>Student : There is a voice in my head telling me I cannot!</p> <p>Teacher : So what would you want instead of that voice in your head?</p> <p>And the questions went on like that. While stepping down, two questions are used alternately.</p> <p>Q1 : What stops you/me?</p> <p>Q2: What would I/you want instead of the thing that stops me/you?</p> <p>The basic function of this activity is to show our students a different way of setting an outcome, and reaching this outcome, and how to cope with obstacles in order to reach their goal.</p>
Tips for Teachers	It is also a good speaking activity to break down barriers in communication. It can also be done as a pair-work activity, and it creates a secure and relaxed atmosphere in the class.

9. Core Concept (Anchoring)

Like many things in NLP anchoring is a way of making conscious and deliberate something that happens naturally. Anchoring is a way of making a deliberate connection between a state of mind and an ‘anchor’ (an action, a sound, a picture, etc), so that we can recall the state of mind simply by triggering the anchor. It is a way of making our resources available to us when we need them.

(Revell and Norman, 1997: 84)

There are lots of ways of using anchors in the classroom which work whether students are aware of them consciously or not. The anchors below are the ones the researcher used in the classroom in order to recapture good moments based on Revell and Norman (1997: 86). When transferred into classroom application, anchoring generally takes the form of motivating learners.

1. Quiet arm

The researcher sat down quietly on her chair and raised her arm for quiet. When students saw her hand up, they stopped talking and raised their own hand until everyone was quiet (This should be taught the first time).

2. The penalty box

The researcher tried to discipline the students on or from one special place in the room, which avoided creating unwanted or unintentional negative anchors in different parts of the room, and once the anchor was established she did not need to walk towards that place to stop any minor behavioral problems.

3. Praise spot

The researcher also gave praise from one particular place too, and tried to make sure that the praise was genuine and well-deserved. Here the researcher also gave some small gifts like a bar of chocolate as well as giving verbal praises.

4. Story-time

The researcher also set a particular place for telling stories, and she encouraged her students to sit comfortably and while carrying out the procedure she tried to use a particular tone of voice for the preliminaries. She also used the phrase which was always used on the childrens' radio programme: 'Are you sitting comfortably? 'Then I will begin'. She also tried to use a different tone of voice to draw attention and give instructions, and to emphasize the important parts in the story.

5. *Homework*

She wrote up homework assignments on a piece of coloured paper and pinned them on the same place on the wall every time she gave an assignment.

6. *Plan your blackboard*

The researcher kept to a regular format on the board; for instance, new vocabulary in a list in one place, instructions in the other place.

7. *Use colour coding*

The researcher tried to give the topics by means of different things such as overhead transparencies and handouts as well as using the board. She tried to use different colored board-markers for different topics, and also encouraged students to use highlighter pens to do this themselves in a reading passage. She also used different colored pens for correction.

8. *Music*

Music can also create a relaxed and secure atmosphere in the class and provides easiness in the learning and teaching process. For example, the researcher played the theme music from the film 'Titanic' while she was giving the structure 'the past continuous tense', or while telling a story. Sometimes she made students listen to music to do fill-in-the-gaps exercises for tense revision or vocabulary by means of songs. She used music to stimulate interest in the story.

(Revell and Norman, 1997: 86)

10. *Core Concept (Rapport: the key to communication)*

Rapport is defined by O'connor and Lages (2004: 47) as a relationship of mutual respect and influence. According to them there is only one chance to make a

first impression, but rapport can be built all the time. They also point out that rapport comes from an honest attempt to understand the other person in their terms, to see the world from their point of view, to hear sounds in the way they hear them, to imagine what it would be like to walk in their shoes.

During a conversation, people who are in good rapport are engaged in mutual responsiveness while matching and mirroring the following points during the conversation:

- the modality
- the voice
- the breathing
- the size of the pieces of information
- common experience
- physical state of the other person

(O'Connor, 2001: 19)

Activity 11	The monster and the watermelon
Aim	To create a secure atmosphere and help learners understand the deep structure lying under the story.
Level	Pre - Intermediate
Skills	Listening and Speaking
Procedure	<p>The researcher told the students to sit in a relaxed position before reading the story.</p> <p>Then she started the story and continued reading the story until the part: "The day came for the traveller to leave and the villagers accompanied him to the edge of the village. As they passed the watermelon field, the villagers pointed into the field and laughed as they said:" The researcher asked her students to guess at and to utter the sentence here.</p> <p>Then continued the story until the last sentence the traveller said, and</p>

	<p>paused and told the students to complete it. “Yes, there is,” said the traveller. “And sometimes.....” After reading the story, the researcher asked students to tell her what they learned from the story.</p>
Tips for Teachers	<p>Reading stories in a classroom is an enjoyable way of working on pronunciation, body language and facial expressions, intonation to establish a good communication with people. It also creates a secure atmosphere in the classroom on the behalf of the learners to tell their own ideas in the classroom. Furthermore, this kind of activities provide learners to understand the deep structure lying under stories, and can be a good activity for listening and speaking skills.</p>

(See Appendix 2).

11. Core Concept (Modelling: the study of excellence)

Modelling lies at the very heart of NLP. Indeed NLP owes its origins to modelling, applied mainly by eminent therapists who got remarkable results without knowing exactly how they did it. Not surprisingly, modelling has remained central, although its application go well beyond therapeutic work and extend to family relationships and personal development of all kinds. To acquire a skill, initially you only need to find someone who can do what you want to do. Then using the effective, practical tool of modelling, you have a short cut to excellence. We understand excellence by observing it in people. This need not suggest that we ordinary folk require superhuman geniuses as our models.

(Alder and Heather, 1999: 243-244)

Activity 12	Jane's Courage Booster
Aim	To motivate learners and create a friendly atmosphere to make them cope with difficult situations.
Level	Pre - Intermediate
Skills	Listening and Speaking
Procedure	<p>The researcher implemented an activity, named Jane's Courage Booster. In order to do this, the researcher followed the steps below:</p> <ol style="list-style-type: none"> 1. She told students to imagine a difficult situation which they were a bit nervous about, such as going to the dentist, a job interview, preparing dinner for 20 people, or having an important exam. 2. Then she told them to see themselves doing this activity or being in the situation as though they were watching a video in their mind. (This video is about 20x15 cms, about 20 cms away from them, above their head and to the right) and then the researcher told them to see themselves having completed everything successfully, and she encouraged them to feel the joy of success. She also ordered them to congratulate themselves by saying "well-done". 3. After that she told them to do the things that they had done in the second step and fast forward the video to the end. And she told them to feel the joy again. Later she encouraged them to do this activity again. 4. Afterward she ordered them to hear their internal voice which was encouraging them, saying, for example, "Go for it." "You can do it." 5. Finally, she told them that they were ready to do whatever their situation required it was. She also added that the students could rehearse the situation by themselves in front of a mirror, or with someone else for support.
Tips for Teachers	This activity gives our students the chance of coping with a difficult situation; in educational terms; for instance, having an important exam. It also motivates students to feel secure and capable of doing something that causes a problem which hinders learning. Besides, it is a wonderful activity which also gives encouragement to our students to fulfill their responsibilities and to feel the success they are able to gain, which is a key element of being excellent in life.

(See Appendix 2).

12. Language (*The use of metaphor*)

A metaphor denotes something else, or represents some other meaning. Essentially it helps us understand one thing in terms of another - often something unknown or lesser known in terms of something familiar. Metaphor also gives another perspective and a situation or behavior.

(Alder and Heather, 1999: 161)

Metaphor stimulates right-brain, holistic thinking. Unlike abstract language patterns and nominalizations, it stimulates the imagination and converts easily into visual and other sensory images. We also associate metaphor with unconscious thought, and in particular with what happens when we ‘incubate’ a problem or issue outside our conscious mind.

(Alder and Heather, 1999: 163)

Activity 13	Choose a Metaphor
Aim	To create a secure atmosphere.
Level	Pre - Intermediate
Skills	Listening / Speaking / Writing
Procedure	<p>In order to handle more effective communication, people often use metaphors. Teachers can also teach students how to use metaphors in an appropriate way. To this end, the researcher applied the following activity.</p> <p>The teacher asked her students to complete the following sentences by using their own words and phrases. For instance,</p> <p style="padding-left: 40px;">Learning English is like.....</p> <p style="padding-left: 40px;">Grammar in English is like.....</p> <p style="padding-left: 40px;">Boys are like.....</p> <p style="padding-left: 40px;">Girls are like.....</p> <p style="padding-left: 40px;">Life is like.....</p> <p style="padding-left: 40px;">Children are like.....</p>
Tips for Teachers	This activity is a good way of triggering the learners non-conscious mind and force them to think about the given topic, and it is an easy tool to use in the classroom. It can be beneficial for improving learners’ listening, speaking and writing abilities. It is also useful for both visual and auditory learners.

3.3.3 Interpretation of the Results

After the questionnaire about sensory styles had been carried out and evaluated, the techniques and activities of NLP were implemented in the classroom. Afterward, the researcher obtained oral feedback from the subjects. Written feedback based on a test or another questionnaire would have been preferable; nevertheless, due to the time limitation imposed by the implementation of the NLP activities, each of which lasted between 20-60 minutes, she had to be satisfied with oral feedback. The interpretation of this oral feedback are listed as follows:

1. During this oral feedback, the learners pointed out that doing and participating in these activities had made them feel relaxed, comfortable, safe and confident in the classroom. The learners also stated that they acquired higher self-esteem by struggling with challenging activities without feeling fear due to the warm acceptance of the teacher and their peers.

2. Besides, the researcher was able to notice the difference in the learners's attitude toward the learning process by observing their participation in the activities applied in the classroom. In the beginning of the year, the learners were not motivated and energetic enough to take part in the activities willingly and some of them was unable to focus on the topics easily because they thought that the lessons were dull and not interesting enough to follow. However, when they started to be involved in the activities, their thoughts and attitude began to change in an amazing way.

3. They stated that these NLP activities were interesting and easy to follow and participate in. After the researcher had advised them to apply these techniques; for example, the relaxation activity (an excellent way of digressing their tiredness, anxiety) not only in the classroom but also at home, the learners did so and felt secure both in the classroom and outside the classroom. Hence, it can be said that these activities led them to higher excellence.

4. Furthermore, these simple activities provided the learners to use their conscious mind and non-conscious mind in an adequate way on the neurological

level. Having learned how to use their conscious and nonconscious mind, they began to ask questions in order to understand the topics clearly. What is more, they admitted that they felt somehow different in their personal life, too.

5. The most significant result of applying these activities, observed by the researcher was to notice the improvement of the learners' ability and desire in trying to use the basic skills in the learning process. Even the most shy learners who did not want to take part in the activities started to do so. As a result, NLP activities gave these learners the opportunity to speak in the classroom and to feel secure in spite of making mistakes. What is more, they learned that making mistakes led them to reach their outcome.

6. In the teaching and learning process of English, there are great number of various other techniques and activities which involve some crucial core concepts and presuppositions in NLP. NLP also incorporates stories and guided fantasies which act as metaphors and allow the non-conscious mind to work as well as conscious mind. Most of these are easy to adapt to different classrooms. By using such techniques and activities in the classroom, teachers can create their own vision of teaching which brings about 'motivation', 'comfort', 'encouragement' and finally 'success'. Using these techniques and activities can also decrease the anxiety of the students, which is a great barrier in front of success and encouragement.

CHAPTER 4

CONCLUSION AND SUGGESTIONS

The last chapter aims to provide two essential headings as the summary of the study and as the suggestions of the researcher.

4.1 Summary of the Study

Throughout the teaching and learning process of English, teachers have encountered some problems, such as having a decrease in their students' grades, having problems to motivate their students, which are also a great drawback in the teaching and learning process, suffering from student anxiety, which causes a total failure in learning English.

Apart from those students also have an additional problem in learning a new language, one of which can be named as the feeling of not knowing what to do in the state of failure. Even though they perceive that they are unable to succeed in learning, it is quite a difficult step for them to find out where they have made a mistake. They sometimes realize what the deficit is; however, they are not able to discover an appropriate way to sort out that problem.

The major source of these problems lies under the fear of making mistakes which leads to the feeling of being insecure in the classroom. Depending on these issues, the main aim of the researcher has been to implement a new method and technique in the classroom improve student success by eliminating the in feeling of being insecure in the classroom and coaching and showing a new route to the students to overcome both their anxiety and their state of not knowing what to do when they encounter problems in learning English.

The main aim of this study is to assist the teachers of the learners who are learning English as a second language, become better teachers and consequently

lessen the difficulties and barriers which their students encounter during the process of learning by practising on alternative approach which is called NLP.

This technique, which has been developing since 1972, is called NLP (Neuro-Linguistic Programming). NLP is a model of how individuals structure their unique experiences of life. It is only one way to think about and organize the fantastic and beautiful complexity of human thought and communication. Furthermore, it represents an attitude of the mind and a way of existing in the world, which gives opportunity to people to perceive and interpret the world in their own way of thinking.

From another point of view, NLP is the art and science of personal excellence. It is accepted as an art because everyone brings their unique personality and style to what they do. On the other hand, it is accepted as a science because there is a method and process for discovering the patterns used by outstanding individuals in any field to achieve outstanding results. This process is described as modeling the patterns, skills and techniques which are being used increasingly in counseling, education and business for more effective communication, personal development and accelerated learning.

Basically NLP has four pillars, which are named as outcomes (goals and objectives), sensory acuity (capacity to observe or detect fine details), behavioral flexibility (making adjustments in your behavior if necessary) and rapport (a way of maximizing similarities and minimizing differences between people at a non-conscious level).

Another aspect of NLP is the presuppositions, which are the heart of NLP, and some of them are not unique to NLP. In other words, some of these presuppositions are identical to or very similar to our own long-standing beliefs and values; which can be listed as below:

1. The map is not the territory: we all have different maps of the world.
2. Mind and body are interconnected: they are the parts of the same system, and each affects the other.

3. There is no failure, only feedback.
4. The map becomes the territory: what you believe to be true either is true or becomes true.
5. Knowing what you want helps you to get it.
6. The resources we need are within us.
7. Communication is non-verbal as well as verbal.
8. All behavior has a positive intention.
9. The meaning of my communication is the response I get.
10. Modeling excellent behavior leads to excellence.
11. In any system, the element with the greatest flexibility will have the most influence on that system.

NLP contains some core concepts exploited by people while they are experiencing the world or expressing their ideas. These can be classified as:

1. Representational Systems is about how we experience the world. According to NLP, people experience the world through their five senses. In NLP, these five senses are called 'VAKOG', which can be defined as V meaning Visual (we look and see), A meaning Auditory (we hear and listen) , K referring to Kinaesthetic (we feel externally, internally and movement), O referring to Olfactory (we smell things), and G standing for Gustatory (we taste). These systems are quite important, especially for the teachers of ELT in order to recognize what type of learners they have in the classroom to prepare activities related to their representational systems. However, representational systems are not the only way of recognizing what type of learners they have in the classroom. There are also some other cues of recognizing what type of learners they have in the classroom. These can be given as eye movements, breathing patterns, skin color and posture.

2. Submodalities is another way we code and make up the structure of our internal experiences, and this happens outside of our conscious awareness. The most interesting aspect of submodalities is what happens when you change it. In NLP, by using your submodalities, you can be the director of your own mental film and you

can direct it by playing with its brightness, sound , being in that film or outside the film to get rid of your bad memories and experience your good memories.

3. Anchoring is a kind of tool that triggers an automatic behavior in many of us. It can be anything that brings about remembering and perceiving a good memory or a sad memory. It can be a piece of music, the house where you were born, and the like.

4. Sensory acuity is concerned with noticing the non-verbal clues that people are communicating. These can be certain intonation patterns of your voice, certain facial expressions and so on.

5. Meta programs deal with the non-conscious filters our brain habitually uses to select relevant information from our sensory experience. There are various Meta Programs in NLP but some important ones are Towards- Away from, Internal-External, Options-Specific, General- Specific, Match- Mismatch and Proactive-Reactive.

6. Modeling is the study of excellence and the process that makes explicit the behavioral patterns of excellence. It is based on the presupposition ‘If someone can do something, then I can learn to do it.’ In order to do this, we should take a person who is excellent in doing something as a model, and we should follow some steps in NLP, which were mentioned in the second chapter in detail, and develop our way of thinking by noticing and copying him/her.

7. Sensory Language is used by people to shape the experience they have in life. For instance, people who experience the world visually tend to use visual language such as ‘I see what you mean’, people who experience the world auditorily tend to use auditory language such as ‘That sounds right’, people who are representing the world kinaesthetically use a language such as ‘That does not grasp me’, olfactory types generally utter sentences such as ‘That is a fishy’ ,and finally gustatory types prefer to use sentences such as ‘It has left a bad taste in my mouth’.

8. Reframing means seeing things from a different perspective. It is one of the ways in which NLP consciously uses language to rename or relabel things in order to alter our perception of them.

9. The use of metaphor in NLP means an indirect communication by a word, expression or story which implies similarities between things and events.

10. Verb power indicates that the parts of speech we use in communication can affect how we experience the world. While people are interacting with each other, the parts of speech, tenses and nominalizations and verb phrases that they utter can either cause a problem or enable them to convey hold appropriate interaction with others.

In this chapter, the researcher also gave some information about The Humanistic Approaches which have a great influence on NLP and she also discussed some important views, such as Ericson's theory, which is based on eight stages through human psychological development, Marlow's theory in which he explained human behavior in terms of meeting needs. In addition, the researcher presented brief information about Rogers' humanistic psychology, which is based on empathy as he believed that the only way to understand someone's personality was through that person's own point of view, feelings and emotions that greatly impact personality.

As a result, these Humanistic Approaches and NLP have some ideas in common, such as considering the human being as a whole with his psychology, basic needs, emotions and feelings. Furthermore, NLP has broadened these approaches by adding some new ideas on neurological levels of the human being, and understanding of his non-conscious mind, which is also the highest and the most complex part of him.

After the researcher has pointed out the theoretical background of NLP in the second chapter, in the third chapter, she carried out a questionnaire which provided her to realize what sort of learners she had in the classroom. After doing that, she evaluated it as follows: 21 of the students were Visual, 6 of the students were

Visual-Auditory, 6 of them were Auditory, 1 of them was Visual-Kinaesthetic and finally 1 of them was Kinaesthetic type of learner.

The researcher implemented some important NLP techniques and activities in the classroom. Her main aim in implementing these activities was to provide a fruitful teaching and learning process by creating a secure and relaxed atmosphere in the classroom. The researcher also aimed to eradicate the feeling of anxiety, which is thought to be an important barrier in front of learning, and prevents learners from being successful in reaching their goals in the classroom.

After implementing these activities in the classroom, the researcher found out that the learners became more relaxed and motivated and this enabled the learning process to continue in a more effective way. They also learned to use their non-conscious mind by means of stories and other kind of activities in NLP. What is more, these activities provided the learners to develop their basic skills in English, such as reading, writing, listening and particularly speaking.

During the process of implementation, the researcher also noticed that some of the theories (presuppositions), core concepts, and techniques, which have been discussed in NLP, were not only unique in that context only, but also universal in general. While she was implementing these theories, concepts and activities, she noticed that she was applying them in an automatic way as if they were coming up through her non-conscious mind and her previous experience. Briefly, NLP is an easy technique and method to apply and participate in the classroom for both teachers and learners because NLP theories, concepts and techniques, applied in the classroom, cannot only be used in a classroom atmosphere but they can also be used in every step of learners' personal lives in order to overcome their anxiety, undesired situations, create a positive atmosphere and motivate themselves in order to reach their outcome in life.

4.2 Suggestions

Having applied these techniques and activities in the classroom, the thesis writer found out that these activities enabled the learners to work in pairs and groups and provided a comfortable, relaxed and secure atmosphere for the learners to participate in the activities willingly, without forcing them to do. As a result of this, she would like to make the following suggestions.

1. Most of the activities, applied in the classroom are practical for thinking and acting effectively both in the classroom and in their personal lives. These activities are also easy to prepare and do not take much time and effort in the preparation process. They are beneficial activities, which present a lot of choices rather than one choice and enhance the quality of teaching and learning process. For these reasons, teachers can and should adapt them and implement them to suit the features of their teaching situation.

2. By means of these activities, such as telling stories, using metaphors and so on, learners can find the opportunity to use all kinds of skills in effective ways. Using anchors like a piece of music, adjusting your tone of voice, using color-coding in handouts, planning the board in a regular format trigger learners' non-conscious mind and provide them to use it in an appropriate way. By making use of such techniques, teachers can bring variety into taken classrooms, and thus, enhance motivation.

3. The theories, which are essential aspects in NLP, and the relevant techniques can be introduced and taught at inservice training units of schools, universities, and the Ministry of Education in order to broaden the vision and horizon of teachers and lecturers. Otherwise, Ts may be intimidated by the idea of having to employ innovative technique with which they are unfamiliar.

This study is by no means exhaustive, but the writer hopes it may lay the pavement for further research by her colleagues and other progressive minded teachers and lead them into surveying and employing this new approach.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE (SENSORY STYLES) AND ANSWER KEY

Which statements are true for you? Put a number next to each sentence.

4= always 3= usually 2= often 1= occasionally = never

1. When you contact people, do you prefer
 - a. meeting face to face? ()
 - b. talking on the phone? ()
 - c. getting together to share an activity (walking, sports, etc)? ()

2. When you are angry, do you
 - a. go very quiet and seethe inwardly? ()
 - b. shout and let everyone know about it? ()
 - c. clench your fists, grid your teeth, storm? ()

3. When you close your eyes to imagine something, do you naturally hold your head
 - a. up high? ()
 - b. slightly on one sight? ()
 - c. down? ()

4. When you close your eyes and imagine something, do you
 - a. see clear, detailed pictures? ()
 - b. think in sounds or words? ()
 - c. get a feeling, perhaps with blurry images? ()

5. How is your memory? Do you tend to
 - a. forget names but remember faces? ()
 - b. remember names, words and numbers? ()
 - c. remember best the things you have done ? ()

6. Is your room
 - a. tidy, nice to look at? ()
 - b. focused around the stereo? ()
 - c. arranged for comfort? ()

7. In your leisure time, do you prefer to
 - a. watch TV, read? ()
 - b. listen to music or a radio programme? ()
 - c. do something physical, eg go for a walk? ()

8. In conversation, do you
- dislike either talking or listening for too long? ()
 - enjoy listening but get impatient to talk? ()
 - use a lot of gestures? ()
9. When you are forced to sit and wait, do you
- look around, watch things? ()
 - talk to yourself or other people? ()
 - fidget, bite your nails? ()
10. When you are reading, do you
- enjoy descriptive passages, imagine scenes clearly? ()
 - enjoy dialogue, hear the characters speaking? ()
 - prefer action stories, or tend not to read much? ()
11. What sort of clothes do you like wearing?
- neat lines and good colors ()
 - do not really think about it ()
 - looser fitting, above all comfortable ()
12. Is your voice
- quite fast high pitched? ()
 - rhythmical and you tend to talk to yourself? ()
 - lower and slower? ()

- (a) relates to visual
 (b) relates to auditory
 (c) relates to kinaesthetic

A score of 30+ in any one of the senses shows that you probably have a very strong preference for that sensory system. Make sure that when you are learning something new, you use methods and techniques which favor that sense.

A score of 0- 15 in any one senses shows that this sensory system is not developed. You need to develop it by using some techniques and methods which are involved in that sensory system.

A similar high score in all three senses shows a flexible approach and gives you more choices when learning and communicating.

We should bare in mind that using all sorts of sensory systems is an effective way of learning a topic and communicating with others.

(Revell and Norman, 1997: 29-30)

APPENDIX 2

TEXTS FOR ACTIVITIES 7 and 14



The Drought

Once, in a faraway country there was a drought. There had been no rain for days. No rain for weeks. No rain for months. And the land was dry, dry, dry. And hard and cracked and brown and dusty. And the sun beat down relentlessly. And the heat was unbearable. Like living in an oven. Impossible to breathe. And everywhere the dust. On the ground. In the air. On your skin. In your eyes. In your throat. Suffocating dust.

And the plants were dying. Changing from green through yellow to brown, they withered and died. And the animals were starving: the cattle, the sheep, the pigs, the goats – getting thinner and thinner and thinner ... and dying. And the people were starving too, for there was nothing to eat.

And the drought went on and on and on.

So one day, all the men went into the temple to pray for rain. In the sweltering heat, they got down on their knees on the hard, dusty ground and they prayed and they prayed and they prayed for rain. But still there was no rain.

And so another day, all the women went into the temple to pray for rain. In the sweltering heat, they got down on their knees on the hard, dusty ground and they prayed and they prayed and they prayed for rain. But still there was no rain.

And then one day, a little girl went up the steps to the temple. She was about nine and she was wearing a dirty yellow dress that was torn. Her feet were bare and her legs and arms were dusty. Her long hair was tangled and in a mess. There was dirt on her face. And up she went, up the steps of the temple, to pray for rain. But do you know what she had with her? She had with her an umbrella. Not a posh umbrella. A scruffy old broken umbrella. But an umbrella just the same. And she skipped into the temple and got down on her knees and put her umbrella on the ground beside her and she prayed and she prayed and she prayed for rain.

And do you know what? When she came out of the temple, it was raining.

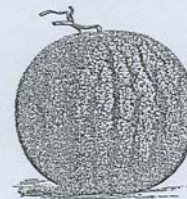
(Revell and Norman, 1997)

The monster and the watermelon



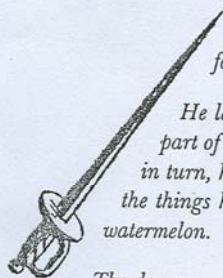
nce upon a time a traveller rode his horse down a hill into a village. He saw a large group of villagers up ahead looking into a field and shouting and waving their arms. As the traveller came closer some of the villagers ran up to him shouting: 'Help! Help! There's a monster in there!'

The traveller looked into the field. The only thing he could see was a watermelon. 'Don't be silly,' he said. 'It's not a monster. It's a watermelon.' They villagers didn't like to be told this. 'It's a monster!' they shouted. 'No, it isn't,' said the traveller. The villagers were getting angry. 'It's a monster!' they shrieked. 'No, it isn't,' shouted the exasperated traveller. 'Anyone can see it's a watermelon!' The villagers were incensed. They dragged the traveller off his horse and threw him into the duck pond.



Later that day – long after the first traveller had crawled out of the duck pond and ridden away dripping and squelching – another traveller rode down the same hill. The group of villagers was still up ahead, looking into the same field and shouting and waving their arms. As the traveller came closer some of the villagers ran up to him shouting: 'Help! Help! There's a monster in there!' The traveller looked into the field.

'So there is!' he yelled. He drew his sword, spurred his horse, jumped over the gate and galloped across the field, slashing away in all directions. There were bits of watermelon everywhere. As he cantered back again the villagers cheered with relief and delight. They were so pleased, that they invited the traveller to stay with them for a while. So he did.



He learned a lot from them about their way of life and how they did things in that part of the world. And he listened to their stories with great interest and attention. And in turn, he told them stories too. And he taught them things that he knew about. One of the things he taught them – little by little – was the difference between a monster and a watermelon.

The day came for the traveller to leave and the villagers accompanied him to the edge of the village. As they passed the watermelon field, the villagers pointed into the field and laughed as they said: 'There's a watermelon in there!'

'Yes, there is,' said the traveller. And sometimes there's a monster in there too!

And he winked and went on his way.

(Revell and Norman, 1997)

