NEUROLINGUISTIC PROGRAMMING AND ENGLISH LANGUAGE TEACHING PRACTICES IN PAKISTAN: AN EXPLORATORY STUDY

By

Faiza Zeb

NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

January 2020

NEUROLINGUISTIC PROGRAMMING AND ENGLISH LANGUAGE TEACHING PRACTICES IN PAKISTAN: AN EXPLORATORY STUDY

By
Faiza Zeb

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF

THE REQUIREMENTS FOR DEGREE OF

DOCTOR OF PHILOSOPHY

In **English**

To
FACULTY OF ENGLISH

NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD
January 2020

THESIS AND DEFENCE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of English for acceptance:

Thesis Title: Neurolinguistic Programming and English Language Teaching Practices in Pakistan: An Exploratory Study

Submitted By: Faiza Zeb   **Registration #:** 629-PhD/Eng/F-16

Doctor of Philosophy in English
 Degree name in full

English Linguistics
Name of Discipline

 Dr. Ansa Hameed

Name of Research Supervisor   Signature of Research Supervisor

 Prof. Dr. Muhammad Uzair   _____

Name of Dean (FoL)   Signature of Dean (FoL)

Maj Gen Muhammad Jaffar HI(M)(Retd)   _____
 Name of Rector   Signature of Rector

_____
Date

CANDIDATE DECLARATION FORM

I, <u>Faiza Zeb</u>

daughter of <u>Aurangzeb Raja</u>

Registration # <u>629-PhD/Eng/F-16</u>

Discipline <u>English</u>

Candidate of **Doctor of Philosophy** at the National University of Modern Languages, do hereby declare that the dissertation "Neurolinguistic Programming and English Language Teaching Practices in Pakistan: An Exploratory Study" submitted by me in partial fulfillment of PhD degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my dissertation at any stage, even

after the award of a degree, the work may be cancelled and the degree revoked.

<u>Faiza Zeb</u>
Name of Candidate

Signature of Candidate_____

Date : January 2020

ABSTRACT

Thesis Title: Neurolinguistic Programming and English Language Teaching Practices in Pakistan: An Exploratory Study

Neurolinguistic Programming (NLP) predominantly integrates the elements of Gestalt therapy, behavioural psychology, Chomsky's transformational generative grammar, and Bateson's cybernetic epistemology, which makes its implications for psycholinguistics, neurolinguistics, and applied linguistics. Yet, the ELT world does not welcome this approach. This exploratory study was, therefore, designed to investigate the current English language teaching practices in relation to NLP language patterns and diverse NLP techniques at various Pakistani universities based upon the theoretical framework of NLP Milton Model consisting of varied language patterns and NLP scale referring to an assortment of NLP techniques. For this purpose, the study chose purposive sampling technique and survey method and the data was analyzed using an eclectic approach qualitatively as well as quantitatively. The study first performed the NLP Milton Model based observation sheet analysis to understand the significance of language patterns and also their usage by English language teachers. Further, it incorporated NLP scale which was designed by Pishghadam, Shayesteh, and Shapoori (2011) for evaluating the perceptions of English language teachers. The findings of the study depicted the prevalence of few NLP language patterns and techniques, while also elaborating on the others that teachers did not exploit but could be highly operative. Further, they provide an insightful tool to design a module for ELT practices in general and for ESL/EFL teachers in Pakistani context in particular. This study is helpful for all English language teachers (teaching at any level) to develop motivation among their language learners via following NLP Milton model and various other NLP techniques and activities (as illustrated and explained in detail in this study). Also, the designed ELT module does not only provide theoretical knowledge but also various practical applications to train teachers for effective English language pedagogy.

TABLE OF CONTENT

ACKNOWLEDGEMENT

they have done for me. Also, I am grateful to my loving family members: Jahanzeb, Shazia, Babar, Naushaba, Shaista, khadija, Nahima, Afaq, Mehsoon, Sohaima, Amna, Meherwar, Ufaq, Zumar, Razaan, and Shahzeb for their sincere prayers. Their prayers and words of encouragement kept me motivated throughout this tiring process.

I owe many thanks to a very special person in my life, my husband Imran, whose continuous emotional and intellectual support during the times of frustration helped me to pick myself up again. His unfailing love, strong belief in me, and immense care made this task possible and his all dedicated efforts helped me much to stay focussed on my research. Also, my genuine and heartfelt regard goes to my in-laws especially my mother in law for her moral support and love.

Thanks to each and every person who helped me in any way during this whole process of research.

DEDICATION

to my loving parents and caring husband

CHAPTER: 1
INTRODUCTION

This introductory chapter presents an outline of the overall plan of this study. It sheds light on the history and background of English language teaching practices in the world in general and Pakistan in particular. Further, it draws attention to concept of teaching English as a second language via listing all the problems, challenges, and hurdles which are generally faced by English language teachers and aims at investigating the reasons and factors which make Pakistani English language learners less communicatively competent. It, then, introduces the various concepts, techniques, and principles of Neuro-linguistic programming to explore their application to successful English language pedagogy. In addition, it brings about the reasons to carry out the current research on NLP in ELT and proposes the factors which make NLP a crucial method in the current ELT practices. Moreover, it presents an organization of the following chapters to make the readers clear about the contents of this research study.

1.1 A Primer to Language Teaching

Language is a fundamental source of thinking, communicating, negotiating, inquiring, and acquiring etc. for doing nearly everything in our surroundings. It is an integral aspect of humans that characterizes them differently from all the other creatures. Despite the fact that there has been a long-running debate on the tables over whether or not animals qualify as language users, human survival (particularly social survival) cannot be envisioned without the use of a language.

Majority of linguists acclaim that language is unique to humans with one of the differentiating factors i.e. need to learn a language in a more complex form to stand out individually, academically, and professionally. For this reason, numerous discussions have been generated on how humans acquire their first language or learn their second or a foreign language. For instance, Behaviorists reflect on language learning as a product of an environmental influence (Skinner, 1985). Yet, they could not justify humans' ability to produce a large number of novel and innovative sentences without providing a great deal of a respective input. Mentalists, however, perceive learning a language in a strong connection to cognitive processes of humans (Chomsky, 1976); any injuries to human brain can result into language disorders that

may be either entire or a partial disappearance of language abilities. Likewise, cognitivists believed their concept of schema to organize knowledge into various categories and sections more effective than drills and repetition (Clark, 2018). Another school of thought known as social interactionists (Vygotsky, 1978) perceived the learning of a language as a result of the desire to speak with others. For social interactionists, teaching a foreign or second language is not solely the transfer of a language but also transfer of the context of a language for its appropriate use. Humanists, on the contrary, preferred self-directed and autonomous learning where learners are not the empty vessels to feed (Lucas, 1996) but considered learners going through the process of self-actualization(Sharp, 2012). Therefore, foreign language learning and teaching have experienced a considerable paradigm change as a result of research and experiences that have broadened the scientific and theoretical knowledge base on how students learn and acquire a foreign language (Moeller & Catalano, 2015).

Further, learning a language, if informal-depends on naturalistic settings or surroundings, and if formal- depends on teachers' expertise, methods, and undoubtedly the ways they inspire the minds of their learners. Also, the process of language teaching and learning is two sided; teachers and students both are dependent on each other for the efficacy of language teaching and learning practices. Yet, the most significant side is of teachers for the initiation and activation of a learning process (Revell & Norman, 1999).

Therefore, for effective teaching, teachers should develop the understanding of a few basic questions: what to teach, how to teach, and why to teach. Also, to move from simple to complex, and able to get difficult concepts via a continuous repetition (to get rid of learning anxiety)-must be the goals of language teachers. For this reason, multiple perspectives and approaches have been proposed in the recent decades.

1.2 A Brief Overview of Teaching Methods in English Language Teaching Practices

The concept of teaching foreign languages emerged from teaching Greek and Latin in Europe where it was entirely focused on grammar teaching. Aelius Donatus, a Roman grammarian; and Priscianus, a grammarian from Mauritania, produced several works on language teaching with the focus on grammar teaching and translation in the 4th and 6th centuries respectively. In Renaissance era too, numerous works were produced to introduce new dimensions to foreign language teaching; grammar became the vehicle to improve mental aptitude to language teaching. This

concept was found to be rigid with zero exposure to practical application of a language learning experience. The 16th century saw the emergence of the first grammar book on English as a foreign language by James Bellet which informed teachers about how to give instructions in the form of dialogues to their learners. Yet, the initiation of the new analytical method by Ratichius (1571-1635), opened more diverse ways to language teaching where language teaching was introduced as a coherent whole that puts first text and then relevant grammar; first example and then its rule. The rise of the intitutive methods pioneered by Comenius (1592-1671) proposed language teaching in the form of a meaningful conversation where words and their related messages must work in accordance with each other (Tamura, 2006).

With time, the nineteenth-century text books' compliers changed their perception to codify the rules of a foreign language into the categories of morphology and syntax with emphasis upon few written exercises with the reference to grammar and translation. According to Richards and Rogers (1986), the two German scholars: Seidenstucker and Plotz, specified and delimited the materials to disconnected sentences in order to demonstrate specific rules. This method later took the shape of Grammar Translation Method with focus on the following principles:

- The purpose to learn a language is to learn its literature to help mental discipline and intellectual development.
- Reading and writing are the main focus.

Toward the mid-nineteenth century, GTM was rejected due to not enabling its learners to communicate for trade purposes. In order to develop communication among the Europeans, there was a dire need of a method to develop oral skills. Germany, England, and France, invested their efforts to introduce new methods. The French man Marcel (1793-1896) reinforced the idea of learning a foreign language in a similar way that child acquires its mother tongue. The English man Prendergast (1806-1886) the first structural syllabus which enabled him to be counted in the influential reformers of teaching methods. The French man Gouin (1831-1896) developed an approach for teaching a foreign language based on child's use of language. However, their ideas could not receive much attention across the globe. The area of linguistics was also reformed; for instance. Henry Sweet in England, Vietor in Germany, and Passy in France, introduced new patterns to achieve intellectual development (such as new insights into speech). For this purpose, the international Phonetic Association (IPA) was founded in 1886 and promoted the following ideas (Richards & Rogers, 1986):

- Study of a spoken language
- Phonetic training to get an accurate pronunciation
- The use of conversation texts/dialogues
- First examples and then grammar
- Teaching new meanings via creating connections with a target language.

Henry Sweet in his book, "The Practical Study of Language" (1899), set forth the essential criteria for developing a teaching method such as:

- What to teach
- Imposing limits on what to teach
- What to teach in terms of four skills
- Division and distribution of material from simple to complex

This criterion led to the initiation and development of a new teaching method known as Berlitz or Direct method where the focus was on direct communication in a target language. It remained successful for many years but also came up with certain flaws as given below (Richards & Rogers, 1986):

- Focus on speaking
- Everyday language and vocabulary through demonstration
- Grammar through examples
- Correct pronunciation and a slight focus on grammatical rules

This method lacked methodological basis and subsequent development which led to the initiation of another method known as Audio-Lingual Method (ALM). The Audio-Lingual method consists of dialogues and drills to develop prompt and automatic responses (Mart, 2013). Modelling is a core concept of this method. The concept of repeating the model sentences, develop certain speech patterns which assist foreign language learners to communicate in a target language. Nunan (2000) considered this method as more influential for foreign language practices than any other method.

Later, British linguists introduced another method to foreign language teaching, known as Communicative Language Teaching (CLT) or Communicative Approach (CA) as a reaction to the audio-lingual method which in their opinion does not make learners communicatively competent except teaching them a few speech patterns and everyday use of language. There were more political concerns in the development of audio-lingual method since Americans emphasized the trade among other nations.

Wilkins (1972) is often associated with using the term Communicative approach with the focus on language as a social tool. According to Brown (1994), CLT aims at developing communicative competence with a distinct inclusion of pragmatic, cultural, and social aspects of language use.

According to Richards and Rogers(2001), in order to assist the teaching of European languages in the common market, there were numerous efforts invested by British applied linguists: Firth and Halliday; American linguists: Hymes, Grumps, and Labov; and language philosophers: Austin and Searle. Though they all had a valuable contribution towards communicative approach of language teaching, yet none of them could be successful without the services provided by the teachers' trainers, educational experts, curriculum specialists, syllabus designers, and text book writers. Richards and Rogers (2001), therefore, summarised communicative approach in the following manner:

- Real life situations, if incorporated in language learning develop communication of everyday use.
- Task based learning enables learners to use language meaningfully.
- Meaningful learning takes place if context of learning is authentic.

This approach had been accredited with numerous and diverse advantages for many decades. Besides, focus on skills' teaching was another dimension of a language teaching process. It was suggested that English should be taught as per applied linguistics' slant, where language teaching requires fluency and accuracy in all four basic skills: listening, speaking, reading, and writing. It was also witnessed that only the proficient language teachers may get proficient language learners since language teaching is not principally teaching a subject-based knowledge, but a subject and medium both (Hammadou & Bernhardt, 1987). If proficiency in any of the skills is missing, effective language pedagogy is not possible. Further, different applied linguists put emphasis on different skills to achieve accuracy and fluency in language learning. For instance, Brown and Yule (1999), and Barton (2006), put much emphasis on listening activities while ranking it the first among the other four skills. For them, all knowledge has to be communicated eventually via speech. For Wyse and Jones (2001), Dr West's viewpoint for teaching languages is closely related to reading skills which is crucial for an effective writing process.

Moreover, few applied linguists consider language learning strongly associated with making mistakes. Some have also declared lack of practical exercises or activities

in a classroom as a major reason of lack of motivation among learners in a language classroom (Nikolov, 1999). Further, language learners should be highly encouraged to read more to write better (Baker & Westrup, 2000). Indeed, language teaching focusses on the concept of acquiring new methods, approaches, and a continuous check on learners' ways of progress. If teachers are unaware of their goals and objectives, the desired learning outcomes will not be achieved (James, 2001). To be concise, language pedagogy is no more related to grammar teaching since the innovation of task based teaching methods around the globe. According to Weigang (2011), till now no best method has been discovered in ELT practices. The best method to learn a language is to choose the ways one wants to learn. Also, language teaching is not solely about the ways to teach but the ways to motivate and facilitate the learners to make them responsible for their learning process (William, 2013). Among all these discussions, teachers have been struggling with innovative techniques and methods to apply in their classrooms to enhance learning practices and NLP emerges out of those innovative techniques in education (Moscoso, 2018). It serves as a bridge to psychological, pedagogical, and linguistic information to enhance a learning process.

1.3 The Development of Neurolinguistic Programming (NLP) as a Research Method in English Language Teaching (ELT)

Though the concept of NLP was not originated with the idea of ELT in mind by its pioneers, yet there are various NLP principles and techniques which various NLP practitioners, educationists, and ELT experts have suggested and proposed for effective English language teaching. NLP models provide working principles for an effective teaching process as much as they do for an effective therapy and other fields such as business, medical, law, and sports etc. (Richards & Rogers, 2001).

There are four key principles of the philosophy of NLP which reflect an intimate relationship with language teaching and learning processes. These key principles are outcomes, rapport, sensory acuity, and flexibility (O' Connor & McDermott, 1996; Revell & Norman, 1997). First, the idea of outcomes refers to the objectives or aim which one needs to meet. It is illustrated as, "You know what you want (O'Connor, 2001, p.4)." Second, the concept of Rapport accomplishes a commendable work of decreasing differences and increasing similarities to develop relationship with others. Third, the principle of sensory acuity represents five senses to observe those implicit factors which are not mentioned directly (via words) but via non-verbal means (such as body language or eye movements). This idea has been

explained as- use senses to observe the surrounding including what you look at, feel and listen to. The fourth principle of flexibility is related to keep changing one's self until they achieve what they want. It prefers the idea to keep doing things in different ways to get desired results. All these principles are directly related to achieving one's desired outcomes or accomplishing their tasks successfully (Richard & Rogers, 2001).

Since learning has always been considered a process to gain knowledge, NLP reveals and explores the various ways in which brain can process knowledge as well as representation system effectively. The representation system refers to the ways in which language learners may process knowledge with the help of their five senses: touch, feel, smell, sight and hearing (Tosey & Mathison, 2003). The focus is not on simple memorization of knowledge rather to develop insights and in-depth understanding of complex language patterns.

Further, the theory of individual differences and conception of various personality styles provide an additional and essential division of visual, auditory, and kinesthetic language learners. Therefore, a consistent need pervades in English language teaching to take into consideration the diverse learning styles for an engaging language pedagogy. Visual learners prefer to take notes and reading; auditory learners are more inclined to listening or self-talk; Kinesthetic deem movement as an indispensable facet of their learning process ((Visual, Auditory, and Kinesthetic Learning Styles (VAK), 2011). NLP reflects on these learning styles as a considerable foundation to bring conspicuous disparity in learners' behaviour, and it also urges and encourages language teachers to not only employ new teaching perspectives but also acclimatize various techniques for an effective language learning process.

Since purpose of teaching is to deal with students solely and not syllabus or curriculum, NLP in English Language Teaching inculcates language teachers to immerse into the inner world that learners create around themselves via means of understanding the outer world. NLP techniques are supposed to play an important role in developing students' motivation level and reducing their state of fear and anxiety by gaining access to their minds. No technique is used alone but one technique is used in accordance with few others to gain an insight into others' minds. These techniques give teachers an alternative way of handling situations. For example: visualization is the technique which is extensively employed by the sports psychologists to improve athletes' performance and can also be quite helpful to use as a tool to achieve specific

learning outcomes. Reframing is another NLP technique which initiates and instills empowerment as well as flexibility in behaviour. Teachers, following this technique, intend to integrate their personal experiences in their teaching to motivate their learners. It has got the ability to change the negative behaviour into positive. Anchoring is one of the NLP's most influential techniques since it is an activation of an external trigger that can extract a positive emotional response (Sayadian & Lashkarian, 2015). External trigger can be in the form of a touch sound, smell or any sensation that serves as an anchor. The clearer the anchor is, the better the technique works. It refers to the behavioural school of thought where a response is triggered by a stimulus. A definite behaviour is expected as a result of a certain trigger. Students receive number of anchors form their teachers during their learning process including visual, auditory, kinesthetic etc. With the help of anchoring, language teachers provide a number of sensory experiences to learners which may change classrooms from being dull and boring to exciting and stimulating.

All the NLP techniques deal with the manipulation and exploitation of the representation systems in one way or the other. The representation of one's past experiences through the use of words (either in spoken or written forms) reveals the fact that representation system possesses a crucial role in language acquisition. Associated and dissociated viewpoints are noteworthy in this regard; where association refers to observation of any past lived experiences with your own eyes; dissociation is to experience something with somebody else's eyes- completely dissociating one's self from that context (Bandler, 1985). Association and dissociation can be effectively used by teachers to manipulate their learners' current states of minds or perception towards experiencing any phenomenon. The use of role plays in a language classroom is a perfect example of association where students learn more, while feeling themselves being present in the immediate context. Dissociation, on the contrary, can be highly effective technique to reduce the level of stress and anxiety (related to one's nerve racking situation particularly) as students can perform better while de-linking them from the current scenario. It, then, gives them intrinsic motivation to take part in classroom activities.

Further, NLP techniques enable teachers to demonstrate to students their own inner learning processes. This brings them much closer to manage their own rich internal software: their images, sounds, and feelings. Learners will learn, "how to learn", as techniques gradually control their minds and this is certainly the desire of

every language teacher. Further, interesting areas of NLP explore the relationship among students and between students and a teacher, and suggest ways to create a positive learning environment. NLP can help a language teacher understand the moods of their students and apply teaching strategies accordingly (Maguire, 1996). Besides, NLP has got techniques and strategies for all types of language learners (Moharamkhani, et al., 2016). Hitherto, there is not a single technique that can deal with them effectively. NLP, for this reason, has made attempts to change the mindsets of the researchers and educationist in the last few years.

To sum up, NLP perceives English Language teaching, first and foremost, as a process which accelerates as well as assists the learning outcomes. The behaviour of English language teachers can be evaluated with the help of diverse language patterns used by them. Since the entire communication of the ELT classroom is planned for the advancement of language learners' abilities, NLP illustrates each valuable language pattern that can be of any use in effective English language teaching (Revell & Norman, 1997). But unfortunately this new-fangled aspect of language teaching is an uncharted area by many ELT experts and the existing research does not contribute significantly to explore the already existing techniques and classroom activities which are based on the NLP principles. Indeed, the purpose of cognition to dole out as a set of incredible tools in English Language Teaching (ELT) has been overlooked for long. Yet, it has got colossal implication for the language teachers to instigate the minds of language learners.

1.4 Background of the Study

English is perceived as a tool of supremacy and domination around the globe. The upsurge of the use of English in the global market has affected many under-developed countries like Pakistan where English has always been observed as a language of control and command since its inception. The mainly attributed clichés in the history of Pakistani educational policies consider the status of English as: a route and map to success, and a guide for progress and prosperity at both individual as well as national level. Further, English has gained the status of a prestigious language for its strong connection to the elite class in Pakistan (Haque, 1998; Rehman, 1998, 2002) where it is always taught in its true sense of communication and leads to progress and prosperity of the nation.

Language teaching is an important domain of an overall education system in Pakistan; not only because it reflects the policies encouraged by the state but also a

source to enable masses to gain access to the world view (Rahman, 2002). According to Shamim (2008), English language teaching has become equivalent with quality education over the past decades (Shamim, 2008). Umrani and Bhugio (2015) considered the status of English as a gateway to progress and prosperity in Pakistan where immense career opportunities are associated with communication skills in English language. Besides, English in Pakistan is also another source for the oppressed class to make their voices heard by the people globally (Annamalai, 2004). Khalique (2005) also perceived English occupying privileged status that helps people to achieve their goals in Pakistan.

Moreover, many economic and political gains have always been associated with teaching English language in Pakistan. Talal, the former Pakistani education minister (2004), declared English for all as a need of the time and ordered the Pakistani schools to teach English right from class one, whereas Higher Education Commission was held responsible for teaching English in Pakistani academe. English is rightly a prerequisite to enter the global world the same way as technology is perceived. Rehman (1999) found an equal desire to learn English among all learners as a result of his research. Mansoor (2015) and Shamim (2017), drew similar conclusions where they found the utmost desire among the Pakistani learners to learn English language but they cannot do so due to the inadequate resources and environment.

When one moves from structuralism to the functional view of language then language teaching becomes cultural (Vez, 1998). Language learners are in fact intercultural speakers to communicate in the globalized world of today (Chinh, 2013). Consequently, it should be understood in the current era that, "One for all", strategy is not appreciable in Pakistan which is a multilingual and multicultural state (where learners come from diverse social, cultural, psychological, and linguistic backgrounds). Learners can neither be taught nor assessed the same way. In addition, the public and private sectors in Pakistan behave differently in terms of teaching English language and related learning outcomes. The private sector is meant for elite and upper middle class where trained and qualified teachers are hired to refine students in their oral and written communication. However the government sector serves the lower strata of the society. The manner English is taught in public sector is far-off from being satisfactory (Warsi, 2004) since it does not follow the Chomsky's philosophy that language learning cannot be merely the process of imitation and first and second language learning are supposed to be the same at the foundation. Further, the absence

of a context (whereby language chunks are taught in isolation) is a major hurdle in Pakistani ELT practices.

Also, Effective language teaching is an integration of the four basic skills, yet in Pakistan this integration has gone astray (Noor & Shahbaz, 2015) since English language is taught like any other subject that is based solely on a theory and its memorization. In David Crystal's explanation of significance of pedagogic sessions: having a heart only is not enough for a cardiologist but enough skills and practice; having knowledge or competence is not enough for language teachers but professional teacher training programs to teach inventively and resourcefully (Warsi, 2004). Therefore, to teach English as a subject is not an effective strategy as four essential language teaching and learning skills are overlooked (Mahboob, 2003). Likewise, contextualization of language teaching may facilitate internalization of the desired teaching materials (Akram & Mahmood, 2007).

In addition, it is an inevitable fact that language teachers learn more through their teaching experiences since they act as action researchers in their classrooms where they find solutions to every problem of their language learners (Kang & Hong, 2008). To keep learners relaxed in the classroom, teachers have to enjoy their independence to take decisions in accordance with learners' needs. Yet, at times they need to interfere in a learning process when it becomes crucial considering it a responsibility of a well- trained teacher. Admittedly, only a well-trained teacher who has received training in all the basic four skills, can incorporate the effective teaching strategies in her methodology. There should be pre-service and on service numerous teacher training sessions (Shamim, 2008; Behlol & Anwar, 2011; Mansoor, 2005) since teachers are the crucial source of motivation to inspire students to acquire language smoothly. For the similar reasons, Songsiri (2007), and Tuzela and Akcanb (2009) also emphasized upon pre-service teacher training programs.

Further, the idea of activity based learning with teachers' autonomy leads to self-improvement and self-assured learning experience (Marsick, 2007). Trebbi's (2008) research on teachers' autonomy in a classroom found its strong and positive correlation with learning positive outcomes. Also, Xie (2009) declared lack of autonomy on the part of students as a significant factor for an ineffectual pedagogy. It has also been observed by Behlol and Anwar (2011) that a free hand (if provided to language teachers to instill creativity in language learners), is instrumental in inspiring pedagogy since the teachers in a classroom know better with reference to - what to do

and how to do, keeping in mind the cognitive states of their learners. Memom (2007) also noticed that Pakistani education system lacks teachers' expertise for an effective teaching. In khan's (2011) perspective, teachers in Pakistan have led to a very deplorable situation for ELT practices since their learners have been unable to incorporate their linguistic capabilities into their practical conversations.

Besides, the use of appropriate teaching methodologies which motivate and inspire the language learners' minds and produce commendable results have been in practice across the globe but have not been observed in Pakistan. Nawab (2012) and Soomru et al. (2016), revealed the existence of non-professional teachers in Pakistani schools who were unable to teach efficiently and unaware of innovative techniques and methodologies.

Similarly, Ghaemi and kargozan (2011), promoted the need of trained teachers for ELT practices. Tunio's (2012) study reinforced and strengthened the idea of teachers' training programs which can be found in a Pakistani setup but not held often or have always been irregular and inconsistent. Consequently, they could not contribute to effective teaching practices in Pakistan. Noor and Shahbaz (2015) also found inappropriate teaching techniques in the current Pakistani English language teaching practices. The reasons they found were the non-professional teachers who did not receive any teacher training programs for effective teaching practices. They suggested an urgent and dire need to change current English language teaching practices. Sarwar et al. (2017) also discovered lack of teachers' training programs as the most significant reason for ineffective ELT practices. Muhammad et al. (2018) likewise considered lack of teacher training programs along with old methodologies and lack of practical exercises in a classroom as major reasons for ineffective teaching in Pakistan.

Certainly, the idea to teach English language with adequate materials and appropriate methodologies, is missing in Pakistani educational setup due to less investment, poor methodology, weak evaluation system, outdated textbooks, old curriculum, lack of awareness regarding current trends in ELT practices, and lack of ELT professional trainings. These striking factors have botched the current English language teaching practices in Pakistan.

This discursivity has led to the unique and universalistic aspects of language teaching-learning practices. Consequently, what needs to be inculcated in the current Pakistani English language teaching practices is-an analytical and systematic analysis

to understand current ELT practices in order to gain an insight into its drawbacks to make a learning process possible in an unintentional and natural manner. In this regard, the present study offers insight into new teaching approach, namely, Neurolinguistic programming or commonly known as NLP.

This research perceives NLP as sharing various features and principles of methods in the humanistic approach: Silent Way Method, Suggestopedia, and Communicative Language Learning. Though, all these methods individually were not the appropriate methods to be used in a language classroom with their various disadvantages, yet an eclectic approach which amalgamates few techniques from every method is effective. Further, the methods of The Silent Way, Suggestopedia, and Communicative Language Teaching, refer to NLP in two dominant ways, first as they strongly suggest that relaxing conscious mind of learners also relaxes their subconscious minds. Second, NLP also prefers a meaningful interaction and context based learning. The most significant aspect that favours NLP as an effective ELT approach is its significant feature of exploiting the available resources in learners' immediate environment.

Also, there are various successful NLP techniques which English language teachers have already been using for decades but they are not certain about them. For instance: entire focus on learners' attitude and movements, his/her learning environment, eye movements, facial expressions or body language, paying equal attention to all the learners (paying attention to various individual factors such as emotional and cognitive boosters, individual differences, and different social and cultural backgrounds), and communication which bridges the gap between teachers and students.

1.5 Statement of the Problem

NLP (Neuro Linguistic Programming) has been a crucial element of language teaching practices more than one may recognize. All language teachers use features/ techniques of NLP consciously or unconsciously, knowingly or unknowingly. The proponents of NLP believe that teachers using music, songs, multimedia, role plays, pair and group work, drama, and mimicry, and also non-verbal communication such as gestures, facial expressions, or body language, are already following the NLP principles, to some extent. However, if they are properly trained for it, the results can be far-reaching. The indispensable link between language teaching practices and techniques of Neurolinguistic programming is based on the verity that teachers can

play an effectual role in manipulating, training, and inspiring young minds for better language learning process. For this reason, the present study aims at observing language classrooms and collecting respective teachers' perceptions on NLP scale at different universities in Pakistan, where English language courses are conducted. Consequently, this research would help to investigate the relevance of NLP techniques with currently existing language teaching practices. Further, on the basis of findings of the study and underlying assumptions of NLP, a module was developed for better language teaching practices.

1.6 Research Objectives

The study aims:

- to determine the structure and use/significance of linguistics patterns in NLP.
- to evaluate English language teachers' perceptions regarding relevance of Neuro-linguistic Programming and English language teaching
- to develop a module in ELT in its relation to Neuro-linguistic Programming techniques

1.7 Research Questions

Q1. How do the current English language teaching practices correspond to the principles/techniques of NLP?

Q2. How can teachers' perceptions regarding English language teaching activities and techniques be interpreted through NLP scale?

Q3. How can NLP be outlined as a theoretical perspective in applied linguistics for better teaching-learning outcomes?

1.8 Significance of the Study

NLP, being ignored as a significant technique in language teaching practices in the last three decades, can be proved exceedingly instrumental and influential for training learners' minds, and orienting them to a positive direction. Achieving learners' positive state of mind is crucial for effective teaching practices to yield commendable results.

Teachers are predominantly important figures to augment a classroom communication. For effective communication, teachers are responsible for creating appropriate learning context. If teachers have least interference and impact on what learners purports to achieve, the understanding of 'what to teach' is not of much significance than 'how and whom to teach'.

Communication is an essential aspect of a language teaching process. NLP focuses on improving communicative abilities in teachers. Teachers, as a result of NLP training, may realize- communication is not only verbal (that affects their learners) but also non-verbal (such as their positive or negative gestures which can be threatening to a learning process). The refined communication activities in a classroom help students understand their lessons and achieve their intended outcomes. Hirschhorn (2005) also considered NLP a commendable classroom tool where the teacher's focus is to present more psycho-pedagogic instructions. Also, teachers, as a result of NLP training, develop awareness regarding learners' individual differences, and take into account the impact of circumstances on students' learning process.

Further, all teachers either being authoritative or facilitator, exercise power on the minds of their students and play a significant role in their learning process. The use of global words such as universal quantifier, lack of referential index, and modal operators along with peer correction and unconditional acceptance, (for their responses and correction) do not make teachers a continuous checker of their learning process.

This study is more fitting to explore the interconnectivity of English language teaching practices with various NLP techniques such as reframing, visualization, modelling, rapport building, flexibility, emotional and cognitive boosters, elicitation, and anchoring etc. These techniques may perform wonders for English language teachers in their classroom activities.

Moreover, negative attitude of language learners can be changed by teachers while observing their verbal and non-verbal behaviour; they can enjoy their teaching process and get more pleasure out of innovative teaching style. Besides, this investigation explores the different learning styles, with the objective to design the syllabus in agreement with students' cognitive abilities.

As a result of this study, an insight or realization can be developed into language teachers' cognitive behaviour regarding time orientation and tasking. Time orientation and tasking are the imperative factors to be considered along with contemplation of language learners' individual differences, to generate valuable domino effect.

Additionally, this study is helpful to design a module based on NLP techniques for effective language teaching and learning processes. To design a module will develop certain strategies where not highly equipped classrooms are the requirements for captivating learning atmosphere but only an insight into the inner learning process

via employing influential discursive strategies. With the minimum resources, teachers can teach their learners the best way if they work as motivators and guide for their learners.

The education ministry of Pakistan can take help from this research study for improved and enhanced understanding of language teaching practices and can design teacher training programs based on NLP techniques. The module designed in this study can be prolific for B.Ed. and M.Ed. programs in Pakistan where students come from diverse educational backgrounds and numerous individual differences since NLP deals with cognitive and emotional boosters in humans' minds.

This research can also be used as a significant tool in order to give training to Pakistani English language teachers (teaching at various language institutes, schools, colleges, and universities) to make them aware of their crucial and critical psychological role in students' learning process and their own professional growth and enrichment as teachers. As a result of training, Pakistani English language teachers can understand that English is not supposed to be taught as a subject but as a subject and medium both for an effective pedagogy. To take English merely as a subject can never make learners proficient in any of the language skills and that in turn deprives them of a genuine commonplace conversation.

The English language learners themselves may also find this study useful to become independent and autonomous. This study may introduce them to a variety of NLP techniques and principles which are efficient tools for students to cogitate on effective teaching practices, instead of depending upon their teachers for their help at many stages of a learning process. If learners develop the basic awareness regarding their primary representation system or lead system, they can never be short of words to express themselves.

To wind up, the proponents of NLP believe that NLP techniques have got an immense potential for achieving students' learning outcomes and making teaching practices effective. In Pakistan, in particular, no work has been found which could either deal with practical applications of NLP techniques in the educational setup or could observe its interconnectivity with already existing language teaching techniques. A very few existing works are focused on understanding the role of NLP (for example the role of NLP for coaching or behaviour formation by Mehdi (2022), and role of NLP for improving speaking skills among EFL learners carried out by Zahra (2021).

Therefore, the present study intends to explore the renowned NLP language patterns and major NLP techniques for effective ELT practices.

1.9 Delimitations of the Study

The study is delimited to:

- those universities where either English language courses are conducted or English is taught as a compulsory subject at bachelors' level to improve students' communication, reading, listening, and writing skills. The chosen universities were: National University of Modern Languages (NUML), International Islamic University (IIU), Quaid-e Azam University (QAU), Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST), Institute of Space and Technology (IST), Virtual University (VU), COMSATS University Islamabad (CUI), Air University (AU), Fatima Jinnah Women University (FJWU) and Bahria University (BU). They were chosen for the purpose of unstructured observation based on the NLP Milton model and for the distribution of 200 questionnaires among the English language teachers.

- Milton model, which consists of numerous language patterns, but 20 more dominant and relevant language patterns were chosen for this study: presupposition, mind read, lost performative, cause and effect, universal quantifier, modal operator, unspecified verb, tag questions, lack of referential index, comparative deletion, extended quotes, pace current experience, double bind, conversational postulate, nominalization, utilization, embedded commands/questions, unconditional acceptance, time orientation, and tasking.

- NLP questionnaire scale, which was constructed and validated by Pishghadam, Shayesteh, and Shapoori (2011). The scale consists of 38 items which are evaluated on a Lickert scale ranging from "never to always." The statements in the questionnaire are divided on the basis of their variables. The statements refer to the following eight variables: flexibility, anchoring, elicitation, modeling, individual differences, leading, establishing rapport and emotional and cognitive boosters.

- thirteen principles proposed by Revell and Norman (1997) in their book: "In Your Hands: NLP in ELT", for designing the module.

1.10 Structure of the Study

The introductory chapter has presented a brief overview of teaching methods and the background of the study to reveal the effectiveness of the process of language

teaching and learning with particular reference to Pakistani education setup. Various studies have been mentioned in this regard. Also, it brings about numerous discussions on language teaching process as a foreign and second language. Further, it elaborates the connection between NLP and English Language Teaching (ELT). At last, it has explained the reasons to investigate the problem under discussion-considering all relevant intricacies involved for finding its solution.

The second chapter of literature review has got nine major headings and their relevant range of subheadings to illustrate all the underlying concepts and ideologies of NLP. The very first heading is related to English language teaching which has got the subheading of Teacher talk in ELT to elaborate the concept of English language teaching practices with NLP in general. The chapter further moves to introducing NLP with few major headings of definitions of NLP and its origin. There are few presuppositions regarding NLP techniques which have been explained. The various concepts of NLP are then discussed individually to develop their in-depth understanding. For instance, Representation system, Communication, Teaching and re-teaching, Meta-programmes, the outcome Model, Anchoring, Swish, Motivation, Reframing, Creative or logical: the human brain in NLP, and State in NLP. The next subheading deals with a strong connection between NLP and language before moving to NLP and English language teaching to develop a firm connection between the two. The further headings concerned with teacher training in NLP and the relation between learning and NLP emphasize the significance of NLP for English language teaching practices. Moreover, this chapter has presented all those studies which contributed immensely to NLP in education and NLP in English Language Teaching and presents the gap in the previous research which the present study has intended to fill. Also, numerous questions were asked and arguments were presented for all those linguists who do not consider NLP a method or perceive it a pseudoscience.

The third chapter of research methodology presents research design which is qualitative as well as quantitative. It, further, presents three major steps for conducting the research in a systematic order. The first step is the observation checklist based on the NLP Milton model. The second step is related to the use of NLP Questionnaire scale introduced and validated by Pishghadam in 2011 with his fellow colleagues Shayesteh, and Shapoori. The various significant reasons to choose this NLP observation sheet and NLP questionnaire scale have also been presented. The step three of the research has been linked to the development of the module. Theoretical

framework of this research has also been elaborated upon in the next sub section of this chapter to help understand the intricacies involved in the use of NLP in a language classroom. This chapter has also provided the reasons to choose the statistical measures for the analysis of observation sheet and questionnaire.

The fourth chapter of this research has analyzed the data as gathered via observation checklist based on the Milton model. The data was collected as a result of purposive sampling technique. The observation checklist discussed all the language patterns one by one in relation to current English language practices in Pakistani academe. It has demonstrated the data in the form of bar charts generated via code procedure in SPSS 22. It shows the ratio of the usage of various language patterns by English language teachers in Pakistani universities. The data has been analyzed the following way: generated codebook, retrieved Descriptive Statistics (e.g. frequencies, means, percentiles, skewness, kurtosis, Standard Deviation and Variance), generated Bar Charts for the procedure of descriptive statistics, ran Cronbach's Alpha Test for measuring reliability, and ran ANOVA test. The chapter discusses all those language patterns which have been used by university teachers frequently and some others which have been ignored. There were few teachers who used NLP language patterns but there were some other patterns which were not observed.

The fifth chapter presents the analysis of NLP questionnaire scale constructed and validated by Pishghadam. The data was gathered through a questionnaire, distributed among the English language teachers at the university level and has been measured in terms of: generated Codebook, retrieved Descriptive Statistics, generated Bar Charts and ran Cronbach's Alpha Test for measuring Internal Reliability, to present an accurate picture of the teaching practices which emphasized upon the need to use NLP to teach English as a second or foreign language. There were numerous cases where teachers were already using NLP techniques and following NLP principles. However, few significant techniques were not found as well.

The sixth chapter is related to the development of the module. The module was designed in accordance with the results which have been drawn during the chapters: four and five. Further, the module was designed for training English language teachers at various institutions to help them understand effective language teaching and learning process. The module contains four units: introducing NLP, link of NLP with ELT, effectiveness of NLP in ELT, and how NLP can be incorporated into ELT. The four units of the module have dealt with the various aspects of NLP approach in the

ELT world. It covers reading materials from various NLP experts, practitioners, trainers, teachers, and teacher trainers. The first unit illustrates all basics in NLP to create awareness among teachers. The second unit describes teaching-learning process with reference to NLP. The third unit explains the function of human brain in connection to ELT and NLP techniques' function in relation to ELT practices. The last unit of the module aims at practically involving teachers for employment of NLP techniques in their classrooms.

The seventh and last chapter of this study presents the findings from the observation sheet and questionnaire. It has been noted that some English language teachers already have been found using NLP techniques since it shares the similar features with humanistic language learning theory. It is declared as one of the humanistic methods as proposed by Richards and Rogers (2001). It makes clear that how the findings of the first two steps as explained in this chapter have strengthened the designing of the module for effective English language pedagogy in Pakistani context. Moreover, the last chapter has presented the conclusion and implications for the future studies to further understand this phenomenon in more in-depth manner which could not be made possible in this research study. It summarized the overall contents and design of the study in a brief manner starting from the very first introduction of NLP to its relation to English language teaching in general and Pakistan in particular. In a nutshell, the whole research process has ultimately and eventually reinforced and endorsed the use of NLP for effective English language pedagogy everywhere since learning has always been found more related to cognition or functions of brain.

CHAPTER: 2
LITERATURE REVIEW

The chapter offers recent trends and practices in ELT and highlights significant aspects of the language teaching process. It also aims at presenting a thorough and critical view of NLP techniques and principles in relation to ELT. It, then, presents presuppositions of NLP which became the theoretical grounds for its initiation and emergence. Also, this section presents manifold nature of teaching and learning process critically. An overview of previous studies has also been given in this part of the research to make the theoretical stance lucid and logical and also to find the gap appropriately.

2.1 Contemporary Trends in English Language Teaching

The impact of globalization was found inevitably linked with the rise of English language. History has seen numerous methods and approaches in the ELT world, yet no method and approach could give its expected results. Marckwardt (1972, p.05) stated that there has been "changing winds and shifting sands" in the history of English language teaching. A single unanimously agreed upon method about the usage of an effective language teaching method in a classroom could never be proposed.

McKay (2002) believed that teaching an international language has to be dependent on completely different set of assumptions as compared to teaching any other language since international language serves few significant political and social issues. Also, Albatch (2007) stated English as the most widely known second language in the world that needs special attention in terms of language teaching practices. Though the exceptional consideration has been given to ELT practices, yet it could not be realized and utilized in its pure sense when it comes to practical aspects of language pedagogy. This viewpoint has further been strengthened by Pennycook (2010) and Kumaravadivelu (2012), who acclaimed that English has got the status of an unparalleled language but this situation has raised few significant questions regarding English language teaching practices.

Since 1880s, English language teaching profession has been involved in search of a perfect method that could teach students English language effectively. Language teaching methodologies have undergone various such stages where one method was replaced with another keeping in mind the level of progress of language learners.

Richards and Rodgers (1986) believed methodologies as the strength of language teaching processes from Grammar Translation method till Communicative Language Teaching.

Moreover, Richards and Lockhart (1996) considered teachers' beliefs, ideas, knowledge, and assumptions- of paramount importance in students' leaning processes. Zemelmen, on the other hand, (1990) discovered various learning principles to make classes learner-centered as compared to teacher-centered. The few significant types of principles are given below:

- Learner-centered where learners' interests are kept under consideration.
- Experiential principles focus on learning via practical application.
- Expressive freedom refers to learners' freedom to express themselves.
- Collaborative learning emphasizes relation between learners and between learners and the teacher.
- Cognitive principle focuses on learners' cognitive abilities to make decisions.

These principles bring about all those essential features regarding crucial and critical placement of language learners in a classroom, which have been neglected for long for effective ELT practices.

Kamaravadivelu (2003) considered no method as the "best method" to be employed in a classroom except the teachers' own beliefs and assumptions which shape the entire learning process. He also divided teachers into three categories while elaborating teaching and learning practices:

- Teachers as passive technicians
- Teachers as reflective practitioners
- Teachers as transformative intellectuals

Derived from behavioural psychology, the first view considers teacher's role much important as compared to the content that the teacher is supposed to deliver. Being traditional, this view takes teaching as following certain fixed pedagogic assumptions where learning process is unchallenging and passive. The philosophy underneath the role of teachers as reflective practitioners presents teachers' role as cultural and context specific with the aim of solving problems of the students; not limited to the development of a curriculum but also teachers' professional development being problems solvers. Yet, it does not take into consideration certain socio-political factors that can affect teachers' perceptions. Also, the significant role of an interaction

between teachers and learners is also ignored. Teachers following the perspective of-"teachers as transformative" serve as change agents for their learners; they interact with learners, experts, and activists to bring positive changes. People, who emphasized this view such as Simon (1987), Giroux (1988), and McLarn (1995), were influenced by Friere's thoughts who was a critical pedagogist and took pedagogy as addressing wider social issues and creating a link between theory and practice to lead to better life.

Mackey took the terminology of a method as existing on two opposite poles: "so little and so much" (1965, p.139) since it is quite difficult to explore the use of methods as well as teachers and experts' perceptions on the certain methods. In Rivers' (1991) perspective, no method is entirely a new method for ELT, but a variant of an already existing method.

According to Richards (2001), the Silent Way Method was based on the conception that the hurdle in learning language revolves around learners' already formed beliefs and assumptions about a learning process. Further, he mentioned that Suggestopedia focusses on dialogues in meaningful contexts. Also, Suggestopedia focusses on a comfortable learning environment, where students receive instructions from teachers for their every action and movement. However, the Silent Way Method puts emphasis on learners as a central part of classroom activities where they solve their problems with the minimal interference from their teacher. It is similar to CLT in its two dominant features-use of dialogues and vocabulary teaching in a context. These both methods also followed the philosophy of attacking the conscious mind to reach unconscious mind where learning can be smooth and quick. Both methods: The Silent Way Method and Suggestopedia made a mammoth contribution to Communicative Language Teaching.

According to Kumaravadivelu (2003), it would be a wrong assumption if we consider only eleven methods in ELT (Grammar Translation, Direct, Audio-lingual, Silent way, Natural language, Oral Approach, Suggestopedia, Total Physical Response, Communicative, Situational Language Teaching, and Community Language Learning) since a considerable overlap has been found evident in the theoretical underpinnings and the practical applications of the methods in ELT. Also, Kumaravadivelu (2003) perceived a teaching method as an established entity presented by the experts in ELT and not as what teachers truly employ in their classrooms.

Further, Richards (2005) perceived Communicative Language Teaching (CLT) as an umbrella term encompassing various other language teaching practices such as content based and task based approaches since it amalgamates pair and group work, fluency based activities, and role plays etc. and learners' errors are accepted as a feedback rather than errors.

According to Finardi and Porcino(2014), Communicative Language Teaching (CLT) integrates various other methods such as: task based(learning is based on tasks given to learners in context), participatory(meaningful and contextualized learning approach to make learners as socially transformed individuals who must be able to solve their social problems while interacting in real life situations), and Content and Language Integrated Learning (teaching of content alongside language for better in-depth understanding). Communicative language teaching also became a source for the emergence of a new method known as Computer Assisted Language Learning (CALL) where technology is perceived as a 'mediator' for interactional purposes. The huge gap left by Grammar Translation method to make learners able to communicate in their target language was tried to be filled by various other methods but experts still prefer CLT, yet the twenty first century declared no method as the perfect method for foreign or second language teaching due to variety of factors involved.

When we talk about teaching methods and approaches then teacher talk is a crucial factor that cannot be ignored. All teaching is based on teacher talk and every learning process depends on teacher talk. Widdowson (1990) stated that a common perception of the teachers regarding the use of a method is quite flexible; they claim of not employing a single method and prefer to remain eclectic in their teaching styles. The significant and correlated aspect to teaching methods and styles is - teacher talk that can facilitate as well as hinder effective learning process; if teacher talk is repetitive and dull, there is no space for an effective ELT pedagogy.

2.1.1 Teacher Talk in ELT

The study of teachers' discourse has always been a flourishing and affluent area of inquiry. Vygotsky (1962) avowed that language contours learning, and sways thought processes. According to Mortiboys (2005), teachers need to be aware of their language patterns as they are a key to establish rapport with their students and influence them. Millrood (2004) took NLP techniques in teachers' discourse as playing vital role, where the discourse orientated learners toward improved and enhanced understanding of the language. He was also of the viewpoint that teachers' discourse

is directly related to learners' performance. According to Krashen (1994), learner should always be given a knowledge one step ahead of their already existing knowledge. It was a very clear evidence of role of learners' cognitive state in their acquisition of L2. He perceived this input as an only desirable way which can add to already existing knowledge and activate its usage.

Turner et al. (2003), drew a relationship between teachers' clear and explicit instructions and learners' positive feedback. They also considered learners' success as part of teachers' encouraging remarks and continuous support. The use of motivational words can play a vital role in learners' success. Webb et al. (2006) found as a result of their study that discourse modeled by language teachers in a classroom is a source to establish rapport and largely mirrored.

Kumaravadivelu (2003) posited that "our first and foremost duty as teachers is to maximize learning opportunities for our learners" (p. 44). Language teachers, consequently, ought to bear in mind their responsibility as hidden in their words. The use of language in the teacher talk can lead learners to employ their acquired knowledge in novel situations, and express their creativity freely.

Brown (2007) also agreed with Krashen (1984) and emphasized the viewpoint that language exposed to learners should correspond to their already existing cognitive maps. Similarly, according to Ghabanchi et al. (2011), highly motivated language learners can be discouraged by teachers' discourse and activities as meant for learners if not match their level. The affective filter of learners can be lowered only if teachers are bothered about their discourse. It is also recommended for the teachers to use variety of language patterns while dealing/interacting with their students (Richards & Schmidt, 2002) as the effective teacher talk can lead to effective teaching and learning process.

Inceçay (2010) observed the various aspects and features of a teacher's discourse in a classroom of 16 Turkish young learners of English (who were learning English as a foreign language). He discovered the two broader categories in teacher's discourse: construction and obstruction. He, therefore, held teachers responsible as a result of his study for either improving or hindering the effective learning process.

2.2 Neurolinguistic Programming (NLP): From What to Why?

NLP is perceived as an eclectic and transdisciplinary approach; mainly due to adaptation of various features and connections with Gestalt therapy (Perls, 1969), Bateson's cybernetic epistemology (Betsan, 1972), Chomsky's transformational

generative grammar (1956), Milton Erickson's hypnotherapy (Bandler & Grindrer, 1975) and Behavioural Psychology. Behavioural Psychology takes it origin from the theories of Skinner and his colleagues, refers to connection of human behaviour with their mind. In this regard, two concepts are quite significant: Thorndike's law of effect, referring to learning as a product of trial and error and Skinner's idea of reinforcement, the concepts of operant conditioning to get desired behaviour (Bufford, 1999). Gestalt therapy is a humanistic approach where the therapist is whole heartedly engaged and concerned with his client. It aims to increase awareness, self-reliance, and freedom to lead people to certain positive directions. It is a combination of behavioral, interpersonal, and sensory elements (Yontef & Jacobs, 2008).

Bateson (1972) tried to explore the structure and function of mind. For him, the representations of the world and its elements are in fact, systems. Human mind produces abstract products dependent on linguistic characters. NLP takes some features from Bateson's cybernetic epistemology. Bateson's philosophy of mind and nature (1979) strongly corresponds to NLP's concept of presuppositions. There is no such model that can be a true depiction of a reality; there are diverse models meant for various purposes; several models may be constructed for several models. Bateson based his theory of cognition following the rules which Korzybski represented (1994). The rules are: map is not the territory, map can have either a similar, or different structure of the structure of the territory, a perfect map is the reflection of self-reflexiveness; it could consist of a map of the map and so on, and mental maps are reflection of the territory but cannot termed as either true or false. If two mental maps have a similar structure, they may closely resemble to the territory (Korzybski, 1994). Language follows these rules too.

- Language is arbitrary; words are not the actual portrayal of the objects they refer.
- Language does not correspond to the actual reality but only its fragment.
- Human world is a collection of various kinds of elements. Therefore, the complex ideas of the external world cannot be represented fully.
- Language is productive; it enables its users to make construction of construction or meta-descriptions (Pasikowski, 2017).

Moreover, according to Pelz and Hall (2007), NLP theories have been driven from the recognized psychological theories such as Human Potential Movement by Maslow and Rogers that considers people as full of resources if they are provided with

their basic needs. NLP shares the same feature; if people are guided positively, they have full resources available within them. Further, NLP shares roots with cognitive behaviour counseling; all theories of cognitive behaviour rely on motivational strategies of goal settings. Also, NLP is related to Beck's (1976) cognitive theory which is solution focussed (Pelz & Hall, 2007).

The terms: Neurolinguistics and Neurolinguistic programming, overlap in terms of their concepts. Both propose the strong connection between brain and language and both explain features of language in terms of its relation to brain. Injury to any part of brain can cause language disorders. Similarly, if thought patterns are altered, different behavoural patterns can also be achieved.

2.2.1 Few Definitions

Carl Rogers (1983) acknowledged NLP as an incredible way if dealing with "realness or genuineness" and can be "highly effective" if employed in ELT with its real essence. He admires therapeutic and emotional traits in ELT.

Gibbons et al. (1994) perceived NLP as multifaceted and multidisciplinary since it possesses features from the various theories and approaches to achieve its desired outcomes. NLP looks for practical application and various sources from the academe. Yet, it calls for profound theorization for its valuable practical application in diverse fields.

Dilts and Epstein (1995) observed NLP as a vehicle to help improve memory, encourage personal strength and determination, raise self-confidence, and increase level of motivation via adopting valuable learning strategies.

Di kamp (1996) mentioned a few essential characteristics of NLP techniques.

- Universality of Application: it is applicable to diverse fields and cultures with the similar results. Human behaviour is a central component of any investigation.

- Empirical evidence: it refers to already available resources, instead of finding idealistic settings. People make use of resources available to them in the best possible manner.

- Dealing with the Whole Person: it refers to mind and body as a unified whole. Mind affects body and vice versa.

- Strategies for Success: it is solution oriented, not thinking over problems and issues.

- Tailor-made Excellence: people should alter strategies being flexible if their already set strategies do not work. Replacement and distortion may be helpful at certain times.

- Relevance: discussion or subjects should correspond to people's life or a situation that is pragmatic.

The above elaborated NLP techniques by Di Kamp (1996) are equally applicable to the ELT world where classrooms can be made solution oriented, student centered, and relevant to English language learners' potential to learn.

Revell (1997) took NLP as a tool which is designed to give people opportunities and facilitate them accomplish the objectives and realize their hidden potential. The more people understand and use NLP techniques, the more they get opportunities for improving communication.

Initially NLP was based on modeled skills as pointed by Delts and DeLozier (2000). They acknowledge that NLP originates from cognition, computer programming, system therapy, neurology, and linguistics.

Lavan (2002) perceived NLP as capable enough to bring change not only in individuals but also whole organizations. In Tosey and Matthison's viewpoint (2003), NLP is a systematic link between neuro, linguistic and programming. For Tosey et al. (2005, p.144), NLP refers to "Patterned connections between internal experiences (neuro), language (linguistic) and behaviour (programming)."

Yemm (2006) defined NLP as a set of guiding principles. Singh and Abraham (2008) mentioned the role of NLP to improve efficiency cannot be avoided since that provides enough motivation. Churches (2009) mentioned that a lot of NLP theory is common sense- hence not explored. The major concern of NLP is on its first aspect neuro which then leads to programming with the help of linguistics.

German (2009) considered NLP as an important tool to improve interpersonal communication in creating self-awareness which leads to personal development. Lazarus (2010) also defined NLP as a series of techniques which can be helpful to achieve desired goals or certain outcomes.

In Ready and Burton's perspective (2010), neuro refers to the processes which activate the neurological system; linguistic is related to the way that how language influences the experience; and programming code that experience. They further took NLP as:

- The art and science of communication

- the key to learning
- the way to understand what makes you and other people tick
- the route to get the results you want in all areas of your life
- the way to influence other with integrity
- the manual for your brain
- the secret of successful people
- the method of creating your own future
- the way to help people make sense of their reality
- the toolkit for personal and organizational change

According to Dreyer (2011), NLP is a mode of improving interpersonal communication According to Freeth (2013), we all, being subjective entities, differ in terms of our experiences and beliefs so we all need programming in different ways. As neurology is concerned with inner thoughts/ experiences, linguistics is the way to deal with those inner experiences and also to reflect upon them and manipulate or alter them accordingly to achieve desired results.

Judith Mercer (2014) took NLP as a potent and successful tool that facilitates people to recognize their hidden capabilities to achieve their goals. It offers well-organized tools and strategies so as to identify one's position, distinctiveness, and idyllic state in which success can be achieved. He sees NLP as possessing three essential features:

- NLP bestows success
- NLP creates harmony among the body, mind and feelings
- NLP facilitates communication process

Aaron kandola (2017) considered NLP as employing behavioural communication and perceptual tools to alter one's thoughts and hence actions. According to him, NLP is not a hypnotherapy since that makes use of language to bring about significant changes in one's thought and behaviour. In order to gain an insight into one's behavior, it is important to gain an insight into one's representation system such as visual, auditory and kinesthetic since every technique is based on one's representation system for example

- I see your view.
- I hear your view.
- I feel your view.

In his viewpoint, NLP serves to promote self-confidence, self-reflection, and communication. Yet the over growing popularity of NLP is due to its practical application in various fields of life (Kandola, 2017).

According to Thomas Metcalf (2018), NLP can help you to be relieved from anxiety and depression of a workplace as people come from diverse backgrounds. NLP helps bridging the gap between different thought patterns; how one talks determines his way of success. To hold one's mind is possible via such words that can hold one's sentiments. It is also important to make a distinction between what person's words are and what he intends to communicate; the content and the intention behind the content. Also, dealing with people should be in accordance with their work style that may be independent, dependent or co-operative. Consequently, NLP is the study of commendable communicators to communicate not with themselves only but also with others. It is not only a set of techniques but also an attitude and a methodology (Metcalf, 2018).

2.2.2 Origin of NLP

The concept of Neuro-Linguistic Programming (NLP) originated from the areas of neurology, psychology, and linguistics. The interconnectivity of complex and intricate thought patterns existing in human brains with the use of language has been the core foundation of many NLP models and theories. Grinder and Bandler, stalwartly consider NLP as a toolkit for getting positive results via various NLP techniques, such as modeling, reframing, mirroring, visualization, swish, etc. After having observed the various language patterns by a range of experts in their relevant fields, Grinder and Bandler proposed various techniques associated with the various models.

Grinder and Bandler have written numerous works to make available the rules of transformational grammar easily accessible to those people who have to deal with intricate and complex human behaviour. Psychology is not only discovering complex human behaviour but breaking it down into various chunks such as area of perception of learning and of language behaviour. Every person's map of the world is unique and distinct on the basis of his or her experiences. They wrote books to present some specific sort of strategies and tools which help people understand intricacies involved in understanding complex human attitude. Grinder and Bandler, in fact, teach us via their works about how to employ different strategies effectively yet the techniques may not be necessarily verbal but also nonverbal.

Neurolinguistic Programming (NLP) was developed in the USA in the 1970's and is a form of modelling that aims at getting thorough understanding of people's subjective experience (Tosey & Mathison, 2003). According to Vikasa (2006, p.27), Neurolingusitic Programming has got three broader aspects. First, Neuro refers to our nervous system-the mental pathways of our five senses by which we see, hear, feel, taste, and smell. Second, linguistic refers to our ability to use language and how they reflect our mental worlds. Third, Programming refers to thoughts and actions that can be changed by changing our mental framework (Hosseinzadeh & Baradaran, 2015).

According to Robert Dilts, NLP has been well thought-out as a momentous feature of an assortment of fields in the past since its origin in 1976. Grinder and Bandler acknowledged NLP as a method of representation and the theory of interpersonal communication. It serves as a foundation in their perspective, to accomplish the preferred tasks with the help of language patterns. It also aims at changing the poignant human states (Dilts, 2016).

One can ignore the conscious mind as it cannot sabotage the unconscious part and it is also important for humans to have illusion that conscious mind may control ones behavior and attitude. This word "illusion" is not only used by Grinder and Bandler but also by Michael Gazzaniga in 2009 to explain intricate and complex relation between conscious and unconscious mind.

> It just all happens in an orderly way by the design of the system. So, those kinds of ideas are going to come to the fore and I think ultimately trying to understand why it is and how it is that we work even though we have this powerful illusion that we are in charge. [...] The question is why is it so hard to believe that the system is operating like that. [...] How come we feel so unified? How come we feel actually in charge of everything we do? And you have to realize that the vast majority of what we do and what we think about (Gazzaniga, 2009)

The development of the idea of unconscious mind led to the development of another idea of interpreter which then found to be located in the left hemisphere of the brain and can recognize all such actions which take place at surface level but actually originate from deep level. It is for this reason that people do not feel any control on their action while performing them as they do not focus on sub conscious mind. Apparently it is not possible for humans to have control on their unconscious mind via

the use of language. Though the proponents and followers of NLP assume that people consider reality in terms of their version of reality and not exactly what the reality is (Tosey & Mathison, 2003, p. 3).

According to Tosey and Matthison (2003), NLP is a future orientated methodological tool that is proposed to convert negative state into positive state of mind. In Cheal's viewpoint, NLP thus holds a significant role in positive psychology and its relation to academics. Though in the past, NLP has not received any positive feedback or comments from the critics yet there are few who acknowledge this new approach unequivocally such as Crandel, (1987), and Koziey and Mclead (1987).

Grinder and Bandler(1979) perceived NLP responsible for creating drastic changes in the way people think about the world around them in a short span of time. Though NLP practitioners and trainers do not provide enough scientific evidence instead they believe in NLP as a psychological approach which does not need to be justified scientifically due to emphasis on sub conscious part of human brain. NLP can modify the existing reality via the use of linguistic experiences as used by famous hypnotists and therapists to create positive impact on minds. NLP does not pay attention to conscious part of the human brain as most significant processes take place in sub conscious part of the human brain.

The first ever research journal of NLP was launched by the association of NLP in 2009(Weaver, 2009). The purpose was to make NLP easily available to people and to create awareness regarding practical applications and amplification of NLP in various field of life. Abraham and Singh (2008) state that NLP benefits interpersonal communication with the help of intrapersonal communication. They also mentioned that NLP has got countless effects on developing flexible attitude in communication.

2.2.3 Language and NLP: A Strong Connection

Language enables individuals to reflect on the experience. Experiences-which are part of neurology are conveyed via language. Experiences are always gained via senses. The sensory system possesses about 2 million bits of information per second while human mind is able to deal with 134 bits of information only per second. Meta model is a great source to assist all humans to filter this information in order to draw meaning out of it which are known as deletion, generalization and distortion (James, 2003), and they work as "gatekeepers at the doors of our perception" (O'Connor & McDermott, 2001).

The influence of language is implausible. Language has an awe-inspiring effect to persuade, control, and manipulate. Anyone can experience motivation to perform any wonders by simply listening to the words of either his/her own or somebody else's' since words are strong enough to evoke any type of emotions.

Moreover, language has insightful effects. If we pay attention to words, yet if they are not intended for us, or required from us to give any feedback, our brain will even then respond to those words (O'Connor & McDermott, 2001). We can perk up our communicative abilities if we learn the magic of words. It can be learned if one delves deeper in the independent and self-governing area of Neuro-linguistic Programming (NLP). To conclude, language is used to gain experience, to chew on the experience and consequently to put across the experience.

With the help of our brains and language, we make models of the world around us. The notions of deep and surface structures are Chomsky's concepts of transformational generative grammar (1957, 1966). Chomsky considered deep structures (ideas, thoughts, and concepts) as same to all languages. Only the surface structures differ. There is a movement from deep structures to surface structures after going through several transformations. There are rough ideas and concepts which exist as deep structures but they reach the surface structures to get refined.

Bandler and Grinder in: "The Structure of Magic Volume 1" (1975), considered three processes responsible for such transformation: deletion, distortion, and generalization. NLP considers deep structure as a result of sensory representation system and declares it as primary experiences. Humans' model of the world is a product of their primary experiences. On the other hand, NLP perceives language as a secondary experience that is extracted from primary experiences. In NLP, transformations are of two kinds: inductive and deductive. Through inductive transformations humans collect their experiences that they gather through their senses, whereas, with deductive transformation they may generalize concepts and ideas into specific behaviour. These two types of transformations make up the mental models and ascertain their efficacy of mental operations (Dilts 1998).

The transformations, as a result of deletion, distortion, and generalization are focal points from where various NLP models and techniques have been emerged. NLP appreciates the significance of creating connection between prior knowledge and current reality via a technique of pacing and leading. It is an effort to connect deep and surface structures that starts from the imagining an outcome to its completion in reality.

In NLP, reality refers to a relation between deep and surface structure. The notion of deep and surface structure can also be made understandable or comprehensible via understanding a link between a process and a product. Processes are essentially deep structures and products are surface structures. NLP reveals the fact that several processes are performed to reach a certain product.

2.3 Learning and NLP

Learners have a significant role to play in the language learning process. According to Sewell (2013), various studies have discussed the characteristics of the "good" language learners. The main attributes of good language learners are: their abilities to create opportunities for practice inside and outside the classroom, to take responsibility of their learning and to perform various experiments with language in order to learn it effectively, to learn language in context and learn to understand a text with its contextual clues, to learn to adopt certain memory strategies to help them recall what they have learned, to learn to be creative In language, to learn to take their errors as useful tools which can guide them further, and to learn to be productive in language in a variety of situations(Rubin, 1975; Stern, 1975; Rubin & Thompson, 1994). Further, various learning styles of language learners decide on language learning strategies. If learning styles and language learning strategies are in accordance with each other, the learners will have low effective filter (Oxford, 2003).

O'Malley (1985) proposed three main language learning strategies: metacognitive, cognitive and socio-affective strategies. Metacognitive strategies refer to systematic ways to acquire language such as to cogitate on on-going learning process including observation of ways of comprehension and production and evaluating mistakes. Cognitive strategies deal specifically with the abilities to contextualize, elaborate, and demonstrate certain aspects. Socio-affective strategies are related to cooperation with others in a classroom and asking questions to bring clarity to learned concepts. It is hard to decide on the qualities of a good language learner. However, if one has developed the four basic skills, he or she can be taken as a good language learner (Sewell, 2003).

NLP deems teaching first and foremost as a system that is unswervingly based on learning. It does not only speed up but also make easy the learning process. The behaviour of the teacher is considered to be measurable with the help of a range of language patterns used by the teacher. Learners in any classroom have always been seen to possess various personality styles in the current researches. For instance:

extroversion and introversion, openness and closeness, neuroticism and emotional stability, conscientiousness-disorganized, and agreeableness-disagreeableness (Essays UK, 2013).

Ellis (1993) perceived NLP as the approach in which what is learned is controlled by the learner and not the teacher. Also, for Freeth (2013, p.40), there are four stages to every learning process:

- Unconscious incompetence
- Conscious incompetence
- Conscious competence
- Unconscious competence

Humans acquire expertise in any field while going through these above mentioned stages. We are all very supple and malleable to learn things provided with the following logical levels which are litigious areas under discussion in NLP:

- Identity- who are we?
- Beliefs and values possessed by us
- Behaviour/attitude-What I am doing currently
- Capabilities- what am I capable enough to do?
- Environment- where we exist/learn (Freeth, 2013, p.43)

The above-mentioned areas provide theoretical grounds for NLP techniques and modals. In fact, NLP techniques take into consideration these factors to convert one state of mind into another. Hall (1996), in his famous book: "The Spirit of NLP", took NLP as a dynamic mind control, and a communication and behavioural model. NLP, in his perspective, began with language patterns. In fact the core concept of NLP lies in linguistics. Words can create a magical spell on others. But one has to master mind reading for this purpose. It refers to an insight into a reading process which then leads to insight of one's deep structures. Yet there are various dimensions/ possibilities attached to one sentence uttered in order to gain that insight. A list of possibilities/ options has to be generated to understand mental structures:

- One's solid belief- general idea
- One's limiting belief-your own world (specific)
- One's "do not care" belief (things should not matter to you)
- Giving oneself- a right to imagine fully and actively

- Practicing the stretch till limiting belief is gone like one stretches an elastic rubber band
- Do it, place the limiting belief in front of a big picture that one imagined earlier fully and actively and let the limiting belief to be removed from your mind entirely
- Now install that particular empowering belief that can give you the best possible outcomes. For example, a limiting belief: "I am a slow learner", can be removed from one's mind using the above mentioned technique.

According to Scheier and Carver (1985), NLP influences learners' minds in such a powerful way that their self-esteem and self-efficacy are improved which lead to better learning outcomes. Self-esteem is a crucial aspect of NLP. Many times, it has been observed in English language classes that language learners reveal their teachers about their inability to comprehend anything. Teachers though do not pay much attention to the reasons behind learners' frustration except explaining the same matter to them in the approximately same manner which they used earlier for explanation (Scheier & Carver, 1985). Thornbury (2001) proposed the significance of improving self-esteem as a significant feature of using NLP techniques. In his perception, low self-esteem is a one major factor which prevents English language teachers and learners to take confident and bold steps for experimenting the various alternative ways which could yield desired outcomes. In Psyzczynski and Cox's viewpoint (2004), enhancing self-esteem is psychologically positive and low or unstable self-esteem can lead to violence.

Tosey and Mathison (2003) took NLP as an eclectic approach since it uses many strategies and techniques from various disciplines yet it has not been treated in a shape of a formal theory. Mathison (2004) made use of NLP as a methodological approach to dig deeper into inner subjective experiences of language learners. The purpose of the study was to determine the role of language and draw a relation between language and thoughts for teachers and learners via use of NLP. The various language patterns as employed by six people (who had been given the training regarding the internal representations in NLP) in their interviews were observed in order to determine the deep structures. Another set of six interviews were also explored to see the relation between language and thought. This study aimed at paying attention to language thought and learning relationship as all are closely intertwined to one another and essential in language teaching and learning but ignored for long.

Jones and Attfield(2007)also paid emphasis on personalized learning rather than effective teaching strategies. Churches and Burnham (2008) also focussed on personalization as a basic aim in learning process.

For Freeth (2013, p.29), people who follow the following formula, achieve more in their lives.

- Stay positive
- Under control
- Real (use of senses)
- Ecological- environment

Staying positive develops enthusiasm and reinforces the occurrence of tasks; keeping things under control is crucial for achieving desired results; use of senses (hearing, sight or movement) can increase the level of understanding; and a right environment is a priority for achieving things in a right way. A person taking himself as "people watcher" learns less as compared to the "watcher and learner". Similarly, for Geher (2018), surrounding creates a vital impact on language learners. Environment of the classroom comprises of not only surroundings but also teachers, learners and ideas under discussion. All need to be paid attention equally for an effective learning process. Moreover, according to Alwan (2012), language styles vary on the basis of dissimilar or sundry thinking styles. Propensity, aptitude, emotions, and feelings etc, of individuals differ from each other; however, their individual differences can be perceived and polished accordingly since every individual intends at achieving his/her goals.

To conclude, Neuro-linguistic Programming (NLP) reflects on varied learning styles to allow teachers to acclimatize various techniques for effective language teaching process. Admittedly, the function of the brain as a significant toolkit in English Language Teaching (ELT) has been overlooked for long. Nevertheless, it has got mammoth implication for the language teachers to inspire the minds of language learners.

2.4 Technical Aspects of NLP with Reference to Language Teaching

There are various effective and attention grasping techniques of NLP which will now be elaborated upon individually and then specifically in this section to gain an in-depth understanding regarding the use of NLP in ELT practices.

2.4.1 Representation System

Rinvolucri (1992) illustrated the phenomenon of representation system in a precise and clear manner. He stated that though all humans carry a representations system, yet they have a primary representation system too. The one system that is used most dominantly by people is known as predominant, preferred, or primary representation system. Primary representation system becomes predominant when one feels dejected and disconsolate. This system is also declared as a lead system by Revell and Norman (1997). This system has also got strong ties with English language teaching. When learners are made aware of their preferred or Primary Representation System, they can be expected to perform better since they realize which representation system may help them more to get their desired results. For instance, if one feels he can learn more through visual images, he will try to employ more such techniques in his learning process.

Representations are unswervingly associated with one's senses; people are provided with a stimulus which induces in them an internal representation. Internal representations are dependent on one's subjective experiences and further in accordance with the imagined entity or immediate context that leads to perception of an entirely new object or entity. The second perception as a product of the first perception is knows as Meta –representation. Consequently, there occur changes in one's sensory experiences. Leslie (1987) provides the example of an empty cup as perceived by any individual. In that example the first representation is: "This is a cup", yet the perception related to that empty cup can be: "It contains tea."- Which will be termed as meta-representation (Leslie, 1987, p. 418).

According to Tosey and Mathison (2003), such ability to meta-present something is of significant use in NLP. Recalling the confident state of mind and its related accomplishments in one's previous sensory experiences, while currently confronting the unconfident state of mind, yields significant results. The perception of an individual is closely intertwined with his or her demeanor. People do not essentially represent a real object but also the associated written and spoken forms.

Besides, NLP might categorize human experiences as part of the VAK (visual, auditory, and kinesthetic) representational system. Heap (1987) summed up the entire representation system as visual, auditory and kinesthetic. According to Rosenberg (2015), representation creates a link between the inner and outer world as available to every individual. Our sensory channels or senses are the Representation system which

refers to the way we represent or perceive terms of information in our daily life. Tons of information is not easy to handle so people divide them into many channels such as auditory, visual, and kinesthetic to keep themselves stable mentally. The way people speak can be a source to identify the channel which they are using to store information. Some people use multiple channels at a time and if we identify those channels then it is easy to teach effectively. In Rosenberg's view point, it is important to mention that a relaxed mind can use the channels better than a stressed mind. Accessing information can take place with the help of eye movements, ear movements, body movements and listening to a person as it helps achieving significant information based on the various representation system and for teachers knowing that channel is important to deliver and convey information.

Freeth (2013) declared senses as a valuable source of interacting with the world. However, when we start growing then our experience becomes more valuable in our lives as compared to our senses. Yet, experience also is gained with time via senses. When brain becomes the only source of getting information, then brain works faster than one can imagine. Everything that is known to us, is, and in fact gained by our senses. Every piece of information is then processed with the help of words as it depicts the underlying experiences. Taking suggestions from one's own brain is beneficial as compared to anybody else. Listening to others give the idea that how the internal world of others is organized. In short, everyone has got a different sensory system to interact with. Skinner and Stephen consider humans as interacting with their internal world through representation system (2003). The five senses which language learners make use of while learning are referred to- as their representation systems (Zeba, 2016).

2.4.2 Communication and NLP

There are many techniques and strategies which can help teachers to improve the teaching-learning environment in his or her classroom. Successful communication in class is directly proportional to student learning and achievement, and successful communication is profoundly reliant on Neuro-linguistic Programming (Brown, 2004). Craft (2001) in her article 'Neuro-linguistic Programming and learning theory' aimed at drawing the relation between well-known existing learning theories and NLP as a school of thought and its reflection. NLP embeds various such strategies which

make it a model of communication, yet it needs thorough study in order to be taken as a dominant and influential theory in ELT.

Communication in the classroom is always anticipated for improvement and self-enrichment of language learners. According to Rosenberg (2003), communication is effective when used in both ways: verbally as well as non-verbally. The agreement of one's' conscious and unconscious mind is crucial for effective communication. To be clear about what one wants to achieve is the basic step toward success. Goals are supposed to be set and prioritized not only for language teachers but also for language learners since it is a two way process. Receiving and giving feedback is equally important.

According to Young (2004), there are some verbal and non-verbal ways to communicate which should be matched with others to establish rapport. In Meier's (2007) perspective, understanding and recognizing Meta programmes is helpful to create successful communication since it purports to take no answer as right or wrong and considers them useful.

Also, Hayes (2006) considered rapport as capable enough to deal with all kinds of people in surrounding by winning their consent or gaining their confidence. It may include mirroring and matching the paralinguistic features to bring harmony to the environment (O'Conner & Seymour, 2002). Moreover, communication is essential in a language classroom which is more than matter of words.

According to Sova (2014), in order to develop effective communication, one needs to understand the desired outcomes as a result of his or her communication he she should also know and develop understanding of his audiences with captions attitudes and values while watching and listening. In this regard eight step communication frame has been provided to create a layout for effective communication. These 8 steps are not meant to be followed in order but to keep in mind for achieving desired outcomes:

- calibration: observing others' behaviour and attitude
- Feedback
- body language
- understanding of physiological changes
- flexibility in behaviour
- respect for others' opinion or judgement
- minor changes or differences to notice

- setting the frame

There are four different frames: outcome frame, Back Track frame, as if frame, and contrast frame:

- What is an intended outcome refers to- outcome frame
- Information derived from another person's word is-Back Track frame
- As if frame- is to collect all possible information in our mind
- A contrast frame refers to comparing situations which are opposite or contrastive in nature

Rapport is the most important point of communication as it is to win the attention of the subject of the communication and then to raise their level of understanding. It further helps to model the person without developing prejudiced and biased attitude and perception against that person. It gives more importance to our tone and voice instead of words. Rylatt and Lohan (1995) suggested the ways to establish rapport with learners. For instance as we can see in the following examples:

a. I hate this stuff. It's such a waste of time.

b. Everyone says that. It makes me sick.

c. I can't do it.

d. This is all theory.

Instead of uttering the above mentioned sentences, the teachers can use the following sentences:

a. Is a part of you saying that you want to be sure your time is well spent today?

b. Who says that?

c. What, specifically, can't you do?

d. Are you saying you want practical suggestions (Rylatt and Lohan, 1995)?

The understanding of representation system is also crucial to develop rapport with language learners. Aldler (1997) presented three learning styles: visual, auditory, kinesthetic, olfactory, and gustatory. In fact recognition of the representation system helps to establish rapport as Heather (1999, p.8) demonstrates the following way:

Figure: 2.1

• visual	$\longrightarrow$	sight
• auditory	$\longrightarrow$	hearing
• kinesthetic	$\longrightarrow$	touch
• olfactory	$\longrightarrow$	smell
• gustatory	$\longrightarrow$	taste
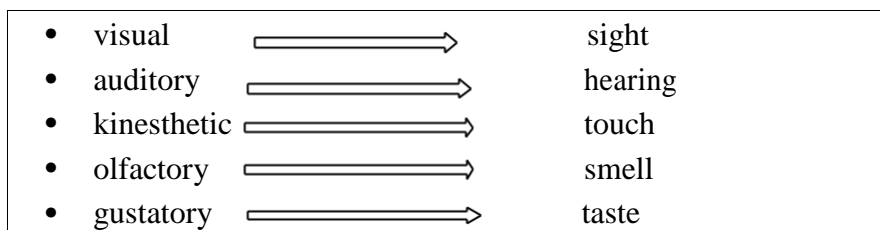
Predicate in Heather's viewpoint are quite helpful to express feelings and emotions and respecting others' predicates are essential for effective communication. Eyes accessing cues are also quite helpful to gain understanding of visual auditory and kinesthetic experience. Eyes and head movements are linked to internal state and body language. The eye movements develop an insight into whether your subject is focused and defocused or remembering and recalling a creative ideas et cetera.

Establishing rapport with language learners in a classroom in order to bridge cultural and linguistic gap holds a significant part in English language teaching approaches. In order to pace English language learners in a classroom, teachers match their predicates, volume, etc., mirror their students' body language and teachers make a shift from one sensory system to another and ultimately lead the learners (Cleveland, 1987).Via listening to others, people get an idea of how they think. Then it gets easy to interact with them via matching and mirroring. Bozoglan (2010), stated that People are usually not good at listening. Yet, turn-taking strategies may then play a crucial role for such people. In a language teaching classroom, teachers usually look for the right and precise answers from their learners. They continuously interrupt their learners if they take time for giving the correct answer. Matching and mirroring with the whole class is not possible. However, dividing the classes in pair work may yield commendable results. In fact, while working with students in pair, establishing rapport gets easy. The more teachers listen to their students, the more they get their issues. Cross cultural and psychological issues can be removed this way. All the above-mentioned factors responsible for establishing rapport are essentially linked to effective communication skills.

2.4.3 Teaching and Re-teaching

Rosenberg (2003) introduced multiple ways of teaching grammar with help of NLP idea of teaching and re-teaching. If one intends to teach third person singular then it involves writing a sample sentence on the board while speaking it loudly. It further involves making interrogative of the sentence and finally there comes discussion in this regard. Re-teaching involve giving cards to individuals with the sample sentence then explanations on use of question mark (?). By asking one learner with full stop(.) to be pushed away by the one with question mark ?, and then another with "s" can be pushed away by the one with "does" then repeat this action till the time learners grasp the concept. It is the best way to teach kinesthetic learners. Re-teaching contractions can also take place while writing full form such as "it is" on the board and

then holding the card to hide the "i" of " is" and usage of paper clip can act as an apostrophe('). Moreover, Rosenberg introduced various ways to teach and re-teach, supply and demand, and proposed various activities for visual, auditory, and sensory acuity other than kinesthetic. Since Grinder believes that what we have learnt is less important as compared to what has been stored in our brain, using different representation systems can help access the information. The use of different representation systems also helps building rapport in the classroom. In fact the awareness of using different representation system in accordance with learners' choice of representation system helps achieving desired results. For this purpose, Rosenberg proposed 3 minutes exercise to demonstrate teaching and re-teaching. If there are three entities: A, B and O. O observes A and B carefully. A narrates B a story. B tries to match the body language of O with the signals received from A. The moment B begins doing mismatching O starts giving signals to B in order not to mismatch. Rosenberg reinforced the idea that matching body language with signals is important to grasp one concept properly and facilitates teaching learning process.

Revell and Norman (1997) also proposed various teaching strategies which can help learners using their senses for effective learning process. According to them, if students are guided to follow the instructions keeping the language, focus, and procedure in mind, they can learn grammatical aspects in a better way. For instance, for simple present tense, when students are asked to eat a biscuit slowly, imagine the taste and smell of biscuit along with how it feels when they chew and lick it. Then they give themselves a reminder that they are going to eat that biscuit. Finally after this imaginative exercise, they reflect on the taste of biscuit making use of simple present tense. There are various such activities which have been described for effective English language pedagogy by Revell and Norman (1997) in their book "handing over NLP based activities for language learning."

2.4.4 Meta Programmes in NLP

The discovery of similar linguistic patterns in the use of language paved the way for a new line of enquiry; these common patterns were called as Meta model. Meta model helps us answer many intriguing questions about the process of communication. We use language to experience, language to think about the experience, and then language to convey the experience. We receive a lot of information through our senses. Meta model helps us filter this information so that we

can make meaning out of it. NLP holds great potential for teaching and learning process (Millrood, 2004).

Unearthing analogous linguistic patterns paved the ways for this new line of enquiry in NLP. Meta model indeed assists us responding to several intriguing questions about the process of effective communication. Since every person's map of the world is different, every person experience of the world is different too. A same object can be of different experiences for different people. Things do not convey the same meanings to all. Language is a snarled and generalized depiction to present the underlying thoughts. Meta programmes are basically preferences for doling out information which can affect one's behaviour (Cdaqprofile, 2007).

According to Freeth (2013), Meta-programmes are a way to gain an in-depth understanding of learners' internal world by listening carefully to their words/language patterns. From a normal conversation, much information can be driven while paying attention to language patterns. There is no need to fill in questionnaires since linguistic patterns reveal internal processes. Not only language patterns by learners reveal their internal states but are a source for teachers to think about-how to change them. In fact, Teachers can change internal states of their learners by certain specific language patterns.

There are various kinds of humans with various Meta programmes as Meier mentioned in 2007:

- Proactive: so quick to take action
- Reactive: takes time to analyze
- Towards: oriented to objectives and setting priorities
- Away from: more focused on problems or obstacles
- Internally referenced: what he she perceives "important" is really important
- Externally referenced: what he she perceives important for others
- Options: interested in number of options available
- Procedures: follows the step-by-step or systematic way to perform tasks
- Matching: what should be done in accordance with mutual agreement?
- Mismatching: how reality differs from perceptions- thinking about opposite ways too
- Internal locus of control: considers others responsible for all of his acts-overestimating oneself

- External locus of control: results are dependent on situations available (little sense of responsibility

- Global: always sees the big picture

- Specific: focused on major and important information and prefers to present things in terms of the smallest units

- Maintenance: Such person prefers to present information following the similarities and faces problems with changes if any.

- Development: more prone to gain changes gradually for progress

- Change: More interested in sudden and rapid evolution- change is considered as crucial for motivation.

- People: This person always sees conditions in circumstances in terms of others attitude and feelings

- Activities: Such person always see things in terms of actions- what are people doing or more/ interested in getting things done and being busy

- Information: this person is always interested to seek new knowledge and pays no attention to relationships

- Concept: such people are more interested and oriented towards theoretical understanding in order to be able to ask questions such as-what and why

- Structure: If one is interested in structure then he she is more likely to create connections between different entities or to make connections in fact between various maps charts and graphs etcetera.

- Use: this person always learns by practical applications and may not entirely be focused on information.

- Together: the love to work in collaboration resides with such person and is a part of the team is a desire of such person.

- Proximity: this person works independently and ready to co-operate with others.

- Solo: such people consider themselves solely responsible for the assigned task.

- Past: this person sees present and future in terms of past experiences.

- Present: Reliance on present -what are possible choices available in present only.

- Future: always analyzes things in terms of future.

It is important to mention that these different types of people receiving things in different ways, and acquiring them in diverse ways, ultimately act differently from each other, so an understanding of such cognitive styles is crucial and essential for a leader in an organization as mentioned by Cerny (2014). It is similarly significant for a teacher to be aware of different cognitive styles possessed by the learners in a classroom. The understanding of the above-mentioned Meta programmes is also crucial for understanding the Meta model in NLP.

According to Sova (2014), speaking is not a primary but secondary activity. Primary experience is the underlying cognition which is expressed via speaking. Sova (2014, p.39) mentioned three types of structures to gain an insight into underlying experiences:

- Surface: words spoken

- Deep: underlying processes

- Reference: feeling of people regarding any experiences

These structures are always expressed in terms of: deletion, distortion, and generalizations. The people who try to gain an insight into others' behavior tend to focus more on what a person means by his or her words. There is a shift from surface structure to reference via the deep structure. Meta model helps to develop understanding via the apparent use of words i.e what do the words mean after their processing via deep structure.

Moreover, Bozoglan (2010) perceived meta-programmes as non-conscious filters, which brain may employ to choose needed information on regular basis from their sensory experiences. If brain sorts out which way is the best way to perform a certain task, one performs a task that way on regular basis and it becomes a person's habit or a programme. It can be noticed that when people try to comprehend one aspect regularly with a wrong programme, then they get frustrated. However, if they try alternative program for positive results, NLP comes into action. ESL/EFL teachers should notice programmes of students on regular basis and make efforts to change them. One's own perspective is never enough. Multiple perspectives are always encouraged and appreciated. One angle may not present the true picture of reality but various can. The availability of more perspectives makes the feedback or opinions more valuable. Student centered approach in ELT refers to same perception. Existence of multiple perceptions can lead teachers to understand a reflective view of their methodology.

2.4.5. The Outcome Model

For Young (2004), setting goals is the basic tenet of NLP. Yet, Revell and Norman (1997) considered the set outcomes practical and effective only if they are well-formed and clearly stated. ESL teachers play a crucial role in setting well-formed outcomes. If they remain unable to establish a link between learning objectives and learners' motivation behind learning, the whole learning process will be a futile exercise which leads to frustration at both teachers and learners' end. For example if one language learner has a goal to speak English language fluently, he or she should think about few fundamental questions such as: how, when, with whom, and why he or she wants to learn English language. The set outcomes will decide what is required to be grasped cognitively regarding the language that can be practiced later for its practical application. Young (2004, p. 160), posited few questions which one must ask him or herself about the results of achieving the outcomes:

- What will be the benefits of having achieved this outcome?
- What will be the cost of not achieving it?
- Is it worth the cost to you?
- Is it worth the time it is given to take? Young (2004, p. 160)

The above set questions may enable English language learners to set certain goals for themselves where they do not involve English language teachers at any step of their learning. Instead, they take their learning responsibility themselves via allocating certain tasks to them at home or outside classroom learning environment. Abuzaifah (2007) in his thesis on Saudi EFL learners, considered setting goals of huge implication seeing that learning English language is crucial for Saudi language learners to survive and excel in their professional lives. For this purpose, Abuzaifah (2007) emphasized Young's point (2004) that if a goal is huge like speaking English proficiently then one needs to break it down into various manageable sub goals which can be achieved step by step to lead to the big goal one day. For instance, when a learner believes that learning hundred words on daily basis of English language will lead him to be a proficient language user, he will not be afraid of setting the big goals such as to be a proficient language user.

Moreover, the purpose of this Outcome model is to achieve the results one desires to achieve and which are perceived as concrete and realizable results since they can be achieved if a proper map with the proper guideline is followed (Sova, 2014 p. 65). The unconscious strategies are used in a step-by-step and accurate manner in

order to achieve what we intend to achieve. This model perceives the present situation as a result of some past experiences or incidents which have been realized consciously or unconsciously. There is an essential frame i.e outcome frame which provides question for gaining insight for inner resources with the help of material provided by NLP training centers (Sova, 2014):

- What do you intend to get?

- How do you know that you intend to achieve it?

- Under what circumstances you want to achieve it.

- How will the outcome of this work influence your environment?

- What will that outcome mean to you?

To know about one's intentions, to know the reasons behind ones intentions, to know the desired circumstances for the accomplishment of certain objectives, to know the influence of that result on the environment in which one works, and ultimately to know about the significance of that outcome are crucial questions to set goals and plan outcomes. These all questions are undoubtedly crucial for English language teachers too before making their lesson plans. In Freeth's stance (2013), planning outcome is the most important step towards achieving your goals. If one looks at the following questions carefully then they may guide them to make certain plans effectively:

- What do I want?

- How will the people in this room help me to get it?

- What do I need them to do for me?

- What state do they need to be in to achieve that?

From the perspective of teaching, the above questions set clear and straight objectives. The first question forces English language teachers to recognize their intentions regarding particular teaching material. The second question may make them think about their learners (their level) that how they can react and respond to that teaching material. The third question may inspire teachers to think about certain ways which can be tools to actively engage their learners in the learning process. The last question encourages teachers to consider learners' state of mind to get desired outcomes of that teaching material. These questions are effective for English language teachers to mull over in order to match their set goals with their learners' potential to meet those goals. The set goals and their desired outcomes go hand in hand for

effective pedagogy. There is a very famous saying by Joseph Crossman (Freeth, 2013), "Obstacles are things a person sees when he takes his eyes off his goals".

Moreover, setting goals is a fundamental feature of NLP (Revell & Norman, 1997); setting narrow goals such as getting passing marks may not make them active learners and proficient language users. They find themselves unable to perform in a variety of situations. On the other hand, setting broad goals, may facilitate them perform in diverse situations without reluctance and hesitation. The one example provided by Winch (2005) was one of the IELTS students, Emy, with a score of 6.5 who wanted to achieve the score of 7, was noticed to face problems expressing herself fully outside of a classroom context. This situation is a reflection of her not being aware of her lead system. So understanding of one's lead system is crucial at the very initial phase of learning. For Revell and Norman (1997), another interrelated concept with the representation system is sensory acuity. Sensory Acuity is the blend of observation of verbal as well as non-verbal patterns through our senses. It does not work alone but with the other NLP principles such as planning outcomes and establishing rapport. It helps to monitor, evaluate, and examine the ongoing practices if people are moving in the right direction or not. With the use of sensory acuity, learners may develop all such skills which are essential for learning process; for example, how to pronounce a word with a proper pronunciation, stress and intonation. It is also related to modelling that is a combination of matching and mirroring.

Therefore, the above discussion suggests that language is not entirely an experience, but a part of it. It is more often a vague or a nebulous reality. If a student says that he cannot learn a particular aspect then there is a need to probe deeply into the perception of a learner to see what prevents him from learning that aspect. If it is found to be a result of a negative experience then that experience needs to be changed with a proper alternative strategy.

2.4.6 Anchoring in NLP

NLP practitioners assume that triggering a certain emotion leads to positive or negative outcomes as required (Siddiqui, 2018). Thinking of a right time when one was confident or shy can bring that state of minds back to the present situation. In simpler terms, a certain thought can trigger certain emotions or behaviour and that trigger is acknowledged as an anchor and the process to activate that particular anchor is identified as anchoring in NLP (Naeem 2011). A trigger, in essence, proceeds like a stimulus which leads to a certain response as one observes in stimulus-response theory.

Cinka (2012) considered anchoring as a process where desired behaviour is linked to a trigger which can take the anchor to get access to its resources. According to Sova, anchoring can be (Cerny, 2014):

- Collapsing: unwanted feelings are intentionally ignored
- Chain: one incident leads to another
- Change personal history where attitude regarding any unpleasant par situation is intended to be changed.

The above aspects of anchoring suggest that there have been defined different resources for achieving objective set by others. There may be the possibility at times that many people are not able to gain an insight into the resources except with the help of few useful techniques such as anchoring, association and dissociation, and reframing. For this reason, anchoring has also been taken as a fundamental process beneath learning (Siddiqui, 2018). Whether one uses this technique intentionally or unintentionally, it has strong connection with learning since people integrate old information into new one.

According to Freeth (2013), in any learning environment, it is quite beneficial to generate anchors for existence of certain states. Some very long winded ways exist to take people into receptive states. A certain visual, audio, and kinesthetic movement can change naturally a certain state. For instance, when one anchor is silent then we can anchor their state of hesitance and if not focused then can be anchored in order to get their attention. The most important element in anchoring is consistency. Since most of NLP is relied on influence yet it does not mean that NLP stimulated this quality as it existed long before NLP.NLP simply enhanced this technique and promoted its usage for desired results.

This technique has got immense potential for English language teaching too. Anchoring is effective in the ELT classroom in the following ways (Bozoglan, 2010):

- to tell stories in the same place with one particular tone of voice
- to make use of your tone of voice to signal various actions, events, or states.
- to write what the assignment is on a piece of (if possible colored) paper.
- to avoid messy work on the board.
- to make use of colors to represent different relationships between ideas or things.

The above described techniques are quite valuable for smooth language teaching process without undergoing frustration and confusion at various stages of learning. Providing appropriate anchors to language learners may guide them properly and may not distract them from ongoing teaching process.

2.4.7 Swish in NLP

Swish is different from anchoring in terms of its focus on replacing negative thoughts with positive ones to achieve positive outcome only. According to Rao and Kulkarni(2010), Swish is an exceedingly influential technique for stress management. Swish aims at destroying negative image and producing the positive image as a replacement. An example given by Naeem (2011) is visualizing a healthy person and a chain smoker and then destroying the negative image which comes to mind regarding a chain smoker and replacing it with that of healthy person. The physical image of chain smoker discourages attitude toward smoking and encourages healthy life style. In Swish technique, an unwanted thought and an unwanted feeling associated with that thought can be replaced by a positive thought and positive feeling.

If bombardment of negative thoughts accompanying powerful negative feelings become hurdles to achieve one's desired behaviour, NLP presents its powerful Swish technique to get over them. Since feelings are known as sub-modalities in NLP, and different people perceive realities in different ways such as audio, visual and kinesthetic, there are different sub-modalities also for them. For Beevi, Abilasha, and Ilankumaran(2019), the technique of Swish exists due to the process of visualization that makes a connection of positive feelings with a negative situation. NLP takes brain the similar way as watching a movie; watching a movie for five minutes only cannot give one the idea about the whole plot. Similarly, to focus for few minutes only cannot make you understand the idea fully. So keeping the above points under consideration, the present study suggests that English language teachers may apply the same technique with their learners too. They should first perceive their learners in their present situation (that is not acceptable) and then imagine the situation where they want their learners to exist. It will help them to design their lesson plans in accordance with their learners' capabilities. If language learners first visualize themselves as weak language users who are unable to communicate effectively and then replace this negative feeling with the positive feeling of proficient language users, who are able to express themselves fully in a variety of contexts, they may like to make all those efforts which can make them proficient language users.

2.4.8 Reframing in NLP

The way a frame can set boundaries for the picture, reframing in NLP, can limit thoughts to certain specifications or boundaries so that a person is not able to perceive things in a different perspective as compared to what frame has already been assigned to him or her (Mochrie, 2010). It is taken as a very useful technique which consists of:

- Context: with, when and who
- behaviour: what and how
- intention purpose or agenda (McCartney, 2013)

The fundamental concepts which lie in all approaches is the fact- that people are whole and possess all possible resources. All meaning is derived from its context and a different meaning can be achieved in accordance with whatever context is provided (What is reframing?, 2014). In Kozey and Mclead's viewpoint (1987), Erickson, Rossi and Rossi, and Satir adopted the same philosophy in understanding human psychology. They all appreciated the point of view that problems do not exist in the external world but in internal. In Overduff and Silverthorn's (1994) perspective, holding a positive mental state lead to better subjective experiences. Rosential and Jacobson (1992) presented "Pygmalion phenomenon" where teachers think highly of their students and help maintain their self-esteem high which then shows reflection in their learners' performance. If teachers' pay attention to their learners' frames and try to adjust with their frames following the aspect of flexibility and change, positive results can be achieved. Reframing is, in fact, a process to alter the meaning that is associated with an idea or a belief and altering a particular idea can bring change to a certain attitude.

2.4.10 Motivation in NLP

Motivation is such a process that can be capable enough to translate one's inner state of mind into desired actions. It has always been taken as a very strong and compelling force. The significant way to analyze personality is to analyze their way of encouraging themselves to do something. The most important aspect in this regard is the structure of language. To motivate people is- to structure language in a right direction. Giving carrot or stick to someone is not the same in Freeth's viewpoint (2013).The words should not be threatening but encouraging. Use of "do this" instead of "if you do this", can be threatening or negative. To tell the reason behind one's action is the compelling force for the encouragement of that action. Similarly, "don't drop the glass", can be negative and "hold the glass tightly", can be positive. It is only

a matter of choice of words. One should not only look at what he wants to achieve but also what others want to achieve. As a teacher, one should only provide the compelling force as the outcome of teachers is closely related to the outcome of learners. Using positive words is the source to grasp the attention of learners. The correct way to motivate people is to use logical words that make connection between their actions and results/consequences (Freeth, 2013).

2.4.11 Modelling in NLP

Modelling is not merely a matter of imitation. There are a number of systems and sub-systems which a person explores while modelling a certain behaviour. Modeling is the spirit beneath the underlying concept of NLP. It is a skill meant to find out how the person who has the particular skill thinks about a particular task and what are the beliefs and assumptions that enable him to do it (O'Connor & McDermott, 2001). According to Naeem(2011), NLP deals effectively with how others think, behave, and feel in order to achieve pre-determined goals. Modeling, in fact, refers to a skill that one desires to be trained in by observing an exceptional personality and discovers the ways to achieve it. The function of modeling is to arrive at descriptions "which are useful" (Bandler & Grinder, 1979, p.7).

The concept of Modelling in NLP is not new also; it did exist in Second Language Acquisition theories. In Audio-lingual method, learners were supposed to model the sentences written on the board by their teachers or to imitate sentences orally till they become able to speak them fluently. Rubin (1975) and Stern (1975), also emphasized this agenda for effective English language pedagogy. If some learners do not see their strategies working as compared to the others, then can imitate the strategies of successful language learners. The same process overlaps with the principle of flexibility. However, the use of sensory acuity to make minute and critical observation is crucial for modelling and flexibility both. According to Ilieva-Koleva and Vazov (2014), any action, despite the fact, how complicated it is, can be taken as a behavioural model which can be repeated by other people. The purpose of this behavioural model is to do programming of others. It requires only practice; the more we practice that model the more results can be obtained. In modelling, the process of observation is required for the following reasons (Ilieva-Koleva & Vazov, 2014):

1. Observing the physical aspects of the model
2. Observing the language the model uses
3. Observing the thinking of the model

If one carefully observes the above mentioned aspects of the model then similar results will be achieved. The process of modelling has got immense advantages for ELT practices: copying the presentation skills may lead to effective presentations, copying the accent of the native speakers may make one speak like natives, imitating and repeating the vocabulary items may increase one's vocabulary and imitating the correct grammatical structures may give the learner exposure to correct language.

Everyone has a different model of the world depending on his or her pre-dominant representation system. So language teachers should recognize first the preferred the representation system of their learners in order to provide them the appropriate model. For example: showing more pictures and videos as models to visual language learners.

2.4.12 Creative or Logical: The Human Brain in NLP

Thoughts indicate the aptitude of human brain. According to Dilts (1990), a human brain can be both: creative or logical. Though logical locates reasoning and creative finds multiple solutions of one problem, yet they both work effectively and efficiently if molded and guided in a proper direction. There are several ways to generate reasoning and creative ideas for an efficient learning experience, just as there are various learning styles and personality types. Although people possess different sensory representations such as visual, auditory and kinesthetic; however, they do not use all senses equally. One sense can be more appealing to them as compared to another. Visual can take kinesthetic as slow learners (kinesthetic use more emotions and less word) since for visuals, minds are overwhelmed with images, so they perceive more ideas. Auditory can take visual and kinesthetic both as slow learners since for auditory, words flow in a rhythm and produce sweet sounds which appeal them more. Yet the important point is to establish rapport in the classroom which gains an insight into all these learning styles and make teachers considerate and empathetic for learners. For this reason, Dilts (1990) presented five psychological levels:

1. Environment
2. Behaviour in terms of particular environment
3. Behaviour is shaped and reshaped by mental maps.
4. Mental maps denote the belief systems.
5. Beliefs are by-product of identity.

These psychological levels may not only present the adequate learning conditions but also their relationship with internal structures of language learners.

Dilts(1990), in fact, considered learners' assumptions and beliefs as intertwined with their learning environment-change in environment can bring change in assumptions and vice versa.

Further, Dilts (1990) based his logical levels of change on Bateson's various stages of learning:

1. zero learning- where no response could be characterized as right or wrong,

2. learning 1: response is evaluated in terms of options made available to learners,

3. learning 2: change in learning 1 in terms of sequence of experiences as presented,

4. And learning 3: change in learning 2 by changing set of options.

The purpose to categorize these various levels of change is to emphasize the significance of learners' achieved responses in terms of learning process. This cybernetic epistemology suggests the acceleration of a learning process.

2.4.13 State in NLP

O'Connor and Seymour take the concept of "State" in NLP as referring to one's mood- the way he/she feels. It indicates all physical and psychological processes which can affect one's subjective experiences or interpretations (1990, p 232). In Dilt's (1983) viewpoint, a state can be accumulation of an overall representations and physiological process which moves throughout the brain so in brief they are Meta to the entire representation system. State can also be a conclusion or crux of everything that helps making a single and concrete basic decision despite of numerous. It is a byproduct of millions of impulses processed by brain at any given time. The same words uttered by the friend which were used to be of one's mother can have similar effects on one's brain (Dilts, 1983).

According to Satir and Baldwin, to have a particular state is not a predicament; the staid quandary is to deal with that state of mind. Indeed, to get dejected and apprehensive is usual but how people talk to themselves about their certain feelings and emotions is crucial to be investigated (1983). Hall (1995) postulated functioning of states about states as meta-states. Hence there is a combination of two neural networks which gives rise to one certain state and it depends on number of meta-states that one creates; when we create more meta-states then it leads to opulence of our emotional state. For instance, one may feel angry about getting hurt, or sad about being hurt, or also compassionate about being hurt.

Regardless of generation of any type of meta-states, a certain impression or mood will also be generated as a result. Positive meta-state will nurture positivity and negative mata-state will generate negativity in simpler term. The initial emotional response remains the same but related meta-states can be different depending on the ways we create them (Hall, 1995).

The states impinge on the brain processes in a variety of ways. Now it becomes crucial to understand the concept of strategy that is run in brain as a result of stimulus as provided. The more strategies are learned by us, the more neural networks are also created by us since strategy is a learned behaviour. Learned behaviour refers to an organization of nerve cells to perform specific assigned tasks in particular ways. We learn to process stimulus in a particular way and if we change that strategy or learned behaviour, the ways to deal with response can also be changed effectively (Jacobs et al, 1993). Emotions augment retention; positive emotions can enhance brain abilities yet negatives can suppress them. Strong emotional states can nurture cognitive abilities (Jensen, 1995). Human experience is, on the whole, a continuing chain of inner representations in sensory systems.

2.4.14 Flexibility

Flexibility is a major NLP concept; inflexible people remain stuck on certain point throughout their lives and can never progress further. McDermott et al (2001), considered flexibility as a state when people are provided with various options and choices while doing certain tasks, however, people should have an audacity of asking themselves questions if they have options or choices even when the whole process is going smoothly, one should think about possible choices and options that can work alternatively. According to Smith (2003), the principle of flexibility is strongly associated with teaching and learning process since it is closely intertwined with achieving outcomes. If any part of the process is seen as 'not working', it can be changed to get better results. Even before planning outcomes, teachers should think about choices and options which may be provided to their learners.

Winch (2005) declared inflexible English language teachers responsible for hesitant learners and ineffective English language teaching. Teachers should have a courage and potential to make alternative strategies if their given strategy seems to be failed. Abuzaifa(2007) considered Saudi EFL learners as more frustrated and panic while going through English language learning process. Therefore, he suggested Saudi English language teachers to provide with their learners a number of possible options and they should be trained in utilizing various options and decide on the best option

for them. They should also be made well-prepared for any change during the learning process. Moreover, According to Bozoglan(2010), flexibility should also be there in terms of perceptions. Things perceive from the first person viewpoint may totally differ from second or third person viewpoint. This aspect, too, has huge implications for ELT practices.

2.4.15 TOTE Model

NLP is a process that tells how to do things with words while interacting with others. TOTE (Test Operate Test Exit) is a very useful method in this regard. NLP was developed as an elaboration of stimulus- response theory which states you know how we can achieve success while doing something if once you do it the right way. The more one keeps doing it, the more one keeps achieving it, and eventually one becomes an expert in the respective field. The behaviour which once ascertained to be true will always corroborate to be true (Freeth, 2013).

Furthermore, TOTE model is also crucial for lesson planning in ELT. According to Bozoglan (2010), TOTE model can work the following ways for ELT teachers:

- Test: Check where you are up to.
- Operate: Try out a way of achieving your objective.
- Test: Check what you have achieved your objective.
- Exist: Stop and move on the next objective.

From the beginning of the course till its completion, various diverse stages get involved in lesson planning and all the above mentioned by Bozoglan (2010) can work effectively for English language teachers.

2.5 Few Presuppositions Regarding NLP Techniques

Presuppositions refer to a sequence of suppositions/statements that can make communicative processes effortless and effective. The few most essential and triumphant presuppositions as agreed upon by many are given below as illustrated by Wake (2010):

Map is not the territory. According to Wake (2010), map is not the actual and accurate portrayal of the real situation but what a person perceived from that situation. Hence reality differs from person to person and from community to community. Janicki (2010) believes that no map can then be considered as a wrong or a right map as people refer to their inner experiences while revealing their maps as Revell and Norman (1997) assume that map can take the shape of the territory when what is

perceived by a person is also the actual portrayal of that situation. The purpose of NLP is to see how map can be made constructive if it is not already.

Secondly people respond in accordance with what they have understood. Here lies the NLP's second presupposition. Wake (2010) argued that if people do not get what response they intend to, means they need to ponder the ways from which they elicited such responses. Hence responsibility lies with the communicator to adopt such techniques which can elicit desired response or outcome.

The third presupposition is- "Mind and body form a cybernetic system" (Wake, 2010, p.10), is the third presupposition. People's inner experiences or emotional states can be altered or taken hold of, when certain visual cues are used in front of them such as eye cues-a form of non-verbal communication. Hence not only verbal but non-verbal communication plays an effective role too in getting desired outcomes. Another interrelated aspect in this regard is given by Lowther (2012) who mentions that the mental state of humans directly affects the physical state since chemical responsible for transmitting images in the brain interacts with every single cell in human body.

Finally, Wake (2010) posited that people already hold all the resources that they require to proceed effectively and efficiently-these resources only need to be activated. If activated, one can easily get what he intends to as no hurdle will be left, yet to understand the identification of resources within individuals is important which should not be taken for granted but must be given a methodical consideration. In fact, all these above mentioned presuppositions are equally important to receive positive feedback from others in terms of the desired behaviour.

2.5.1 Thirteen Presuppositions in NLP by Revell and Norman

Revel and Norman (1997) presented thirteen presuppositions in NLP which have been elaborated and discussed by many NLP experts such as Joseph O' Connor (2001), considered presuppositions as not meant to be considered true and absolute truth by others. They are simply beliefs and assumptions that may prove true if they have been utilized and exercised properly. If one gets desired results or outcomes while practicing these beliefs then they should continue doing them to keep achieving success. On the contrary, one should stop using/believing them if desired results have not been achieved.

First, no one can exactly portray the actual world. All people perceive the world in accordance with their limited sensory representation system. Though the actual world is absolute, yet we all have different versions of that one world. Actual world

remains the same but people's perceptions vary. Yet few people have got more accurate pictures of the reality as compared to others. All people may not have accurate pictures due to the way they perceive the reality. All maps may not be of equally fine quality; some may be superior to others or may be more fine portrayal of reality than others. If we accept that the actual world is same but our perceptions may vary then we become able to accept others and it is by that time when we start establishing positive relationship with others and start instilling positive thoughts in our mind.

Second presupposition is about the maps that one draws in front of him or her of the given reality should have immense options to ponder, abundant choices to reflect upon, and numerous choices to reconsider one's thoughts and made choices. More choices lead to more freedom, and more freedom encourages self-reliance and develops self-confidence. Ultimately more power and influence we can exercise upon others.

Third presupposition is related to making choices. People make the best choices in accordance with their perceived reality. Though they do not make right choices but they cannot realize about the choices. The choices made by people may be wrong but people themselves may not be considered wrong on the basis of their choices. But if one intends to get desired results, then they should have more choices to take better decisions.

Fourth presupposition presents the idea that people work their best in accordance with their perceived reality and available resources. People's strategies, techniques, methods, and procedures to perform certain task may be inappropriate. Therefore, people cannot be taken wrong or failure. Such people can be suggested more appropriate strategies which can lead them to achieve desired results effectively.

Fifth presupposition is about reasons behind actions. People never take any action without any specific reason. Actions are always systematic and meant for certain reasons. Though sometimes people are not aware of their actions consciously, but there are always some reasons in their unconscious mind. Therefore it is important to understand reasons behind people' actions.

Sixth presupposition is about behaviour. Every behaviour has a positive purpose; a moral and a value that is not visible apparently, but it always exists. NLP practitioners believe that perceptions and intentions behind actions are two separate

entities which should not be mingled. If there are better choices, then from those choices, a person can find a positive behaviour.

Seventh presupposition is related to connection of conscious and unconscious mind. Unconscious mind stabilizes the conscious mind. Everything that exists in present moment is a part of conscious mind, whereas whatever that is stored in memory is termed as unconscious mind. Conscious mind keeps on consulting unconscious mind for effective communication. There is a constant link between unconscious and conscious. If conscious mind feels relaxed then it is in better position to choose information from the vast amount stored in unconscious. This way conscious mind works effectively for better communication.

Eighth presupposition is regarding the process of communication. People usually misunderstand the concept of communication. Communication is not only related to conveying the message consciously but also unconsciously. There are various gestures and body movements that may accompany the message along with usage of words. If people do not respond to our messages effectively then it may mean that the message has not been conveyed to them properly. In fact, communication is related to response it gets, or more clearly, communication and response occur simultaneously. If people take responsibility of their communication then they can try all such sources which may help us to achieve our desired outcomes. The more feedback people receive, the more they can refine their communication process.

Ninth presupposition makes it connection to available resources to people. There are no such situations where people do not have enough resources that they can consult. There are only certain states of minds which restrict the resources. People always have plenty of resources available in their unconscious minds. If there are made chances in which people can evoke their unconscious mind efficiently then they can always be found full of resources which may facilitate them change their map of the world productively.

Tenth presupposition is related to the combination of mind and body. Mind and body together build up a system. If changes are made in mind then body also undergoes various changes and vice versa. Also, whatever changes are made in mind, exercise their influence upon body and vice versa. Mind and body are inseparable. If body is relaxed then mind works efficiently.

Eleventh presupposition is regarding senses. People perceive all information via their five senses: visual, auditory, kinesthetic, olfactory, and gustatory. All people

do not use the senses the same way. Some may prefer one sense to other. For instance, visual may be superior for some to auditory, as people have been categorized too in terms of their senses or representation system in NLP. It is estimated that people use one sense more often than the other. The more people work on their preferred sense, the more desirable results they achieve.

The twelfth presupposition is about the core and central concept of NLP which was the main source of origination of this concept by its pioneers. Since all people may not have the same map of the world and some maps are superior to others so people can model the superior maps to get their desired results.

The thirteenth presupposition is related to practical action of theoretical aspects. It has considered real learning in doing. People learn more when they do something practically. Practice is above all theoretical work.

2.6 The Presuppositions of NLP and English Language Teaching-Learning Processes

Revell and Norman (1997) tried to equate every presupposition of NLP as discussed above with principles of language teaching and learning. According to Antic (2006), Revell and Norman (1997), presented in all these presuppositions direct and indirect links to language teaching and learning process. For instance, when a teacher interacts with learners then she does not only speak via her words but also via her body language to learners. The kind and rude expressions serve in different ways in a classroom. Further, since modelling is taken central to the concept of NLP, teachers should model excellent teachers to get their teaching objectives. Revel and Norman suggested language teachers to model those teachers who establish rapport with their learners perfectly. They also emphasized upon imitating native speakers of the target language if one acquires to learn that language properly.

Moreover, Revel and Norman's presupposition that all behaviours of humans should be taken positively- can be linked to English language teaching. When English language teachers assume that learners have only positive intentions behind their questions or statements, their will react politely to their learners. For such presupposition, according to Antic (2006), the following situations can be confronted by English language teachers when:

   a. a learner's viewpoint is totally in opposition to that of teachers.

   b. a learner is late comer to the class.

   c. a learner wants to dominate the entire discussion.

For such situations, the alternate possible positive intentions behind learners' such behaviour as found by English language teachers can be:

a. they want to be appreciated for their different sort of knowledge

b. they may have certain more important things to do

c. they may intend to express their all thoughts in order to gain more conceptual clarity or increase their knowledge(Antic, 2006)

Still, no apposite elucidation could be specified to all the language learners, owing to varied backgrounds, different learning styles, personality types, and individual differences. There have been frequent and plentiful discussions on various English language teaching methods, approaches and techniques in the past many years. Researchers, academicians, linguists, and English language teachers have been confronting the confounded state pertaining to the methods for efficient language pedagogy. So in the next section, we will see the reasons to accept NLP as a method that has not been accepted yet.

2.7 Is NLP a Method in ELT?

NLP can be considered a method just like previously proposed methods in the ELT world. Hardingham (1998) perceives NLP as a toolkit to improve language teachers' mode of instruction since it claims for outstanding results if integrated into language teaching. According to Richards and Rogers (2001), there should be some characteristics of a method such as: objectives, various teaching-learning activities, teacher-learner role, instructional pattern, and certain syllabus. Similarly, Hu (2005) also proposed various features to define a method for instance: instructional content, language activities, teacher-learner role, learning material, and evaluation process. ELT experts who proposed NLP as an effective methodology brought into consideration all these various points. One can see Jane Revell and Susan Norman's hard efforts that they put in their two books regarding the relation of NLP in ELT: "NLP in ELT" and "Handing over NLP based activities for language learning". Both the books offer remarkable progress via proposing practical English language learning activities along with elaboration of their respective content.

An abundant work in NLP has been noticed in the fields of psychological therapy, business or organizations, personal or professional growth, and social or self-development. Yet, education is the field which seems to be derelict. Merely few researches are available and even in those few studies there is dearth of theoretical and in-depth demeanor of NLP. According to O' Connor (Hirschhorn, 2005), NLP is a

source to probe deeply into the thought patterns by measuring and analyzing the words' usage, and eventually becomes a source to direct to any appropriate procedures to convert negative state into positive. In fact, minds are programmed, manipulated, and altered with the usage of language.

Harris (2001) in his article, "NLP if it works use it", admit and realize the fact that some people do consider NLP as a methodological approach whereas others do not. According to him, NLP does use many features and theories of psycholinguistics and cognitive studies yet in his perspective, NLP is not taken as a mainstream method or approach. The reasons in Harris' viewpoint (2001) have been referenced as its non-conformity to unequivocal and understood conventions of academia in applied linguistics, though such no conformity as presented against NLP is entirely on the basis of prejudices as does not hold scientific evidence against its usage. However, it prevents English language teachers from its usage.

Hirschhorn (2005) affirmed: "Language learning is at its best when teachers teach the students not the syllabus." He aspires to offer support for lesson planning in an English language classroom which can lead to effective teaching. He also conceives NLP as falling into the category of Humanistic approach since it deals with apt language models to deal with minds optimistically. In his perception, NLP clutches theoretical grounds from all previous teaching methods which exist in the Humanistic approach to language teaching.

According to Bozoglan (2010), NLP does not fall under the category of English language teaching methods since it does not have a theory for teaching a language. However, it follows humanistic philosophy and behavioural psychology which were developed to persuade people that nothing is beyond their potential and capabilities with which they cannot only change themselves but also others. Lowering the affective filter of language learners and enabling them to take risk in a stress-free learning environment are basic tenets of humanistic approach to English language teaching, which have been noticed in NLP approach as well. In addition, the approach of NLP focusses on linguistic as well as paralinguistic features of communication which are also essential aspect of English language teaching. In his perspective, NLP is definitely applicable to English language teaching if teachers consider the level of their learners before planning the lesson and make effort for context specific learning. NLP helps to make learners autonomous in order to make themselves responsible for their own learning and developing communication strategies, if learners concentrate on verbal

and non-verbal patterns of communications. According to him, NLP also corresponds to the theory of multiple intelligences in English language teaching. Finally, the way various teacher training sessions can be organized on the basis of ELT approaches, NLP training sessions have also been observed bringing improvement to teachers' classroom discourse strategies; for instance, NLP teacher training sessions conducted by Millrood (2004).

According to Freeth (2013, p.50), language depicts a tiny portion of the experiences as possessed by learners. Indeed, every word in every language reflects a certain state of mind and also affects others in specific ways. When someone says "I cannot do it or learn it", there should be some thorough investigation of this experience as reflected by language. When we try to investigate, then we take a glimpse into others' internal world. If the answer provided to the students is: "Yes, you can as others are" by the teachers then they convey their internal world to them. Judging others continuously as right or wrong is not a solution, but to ask two magical questions to help them get over their internal barriers:

- What stops you?
- What would happen if you did?

For this reason, the word "Neuro" in NLP refers to that basic human behaviour which can be altered with the help of programming to produce desired results but that programming is based on the usage of tactful and sensible words that becomes the "linguistic" aspect of NLP. The numerous principles of NLP as highlighted by Rosenberg. (2003) are:

- The meaning is basically the response as elicited from the conversation.
- Communication is always at two levels: conscious and unconscious.
- More flexibility is-more desirable responses.
- More options generate more possibilities of success.
- Repeating the previous rules to achieve something lead to same results.
- Knowing exactly what is desired is quite easy to achieve.
- The focus should be: do not change others but change yourself
- To be successful is to establish rapport and to establish rapport is to meet someone in his or her own world
- The map may not be territory as real meaning reside at deep level

Millroad (2004) believed NLP as an "approach to language teaching which is claimed to help achieve excellence in learner performance" (p. 28) and Richards and Rodgers (2001) declared it as an additional psychological philosophy rather than a technique in teaching second language. Moreover, Moore (2009) considered NLP as a mechanism and a method for satisfying the requirements of language teaching practices. Likewise, Kudliskis and Burden (2009) proposed NLP as "given away" to teachers and students facing exams' nervousness and other relevant issues.

According to Tosey and Methison (2003), NLP is a novel prospect for language teachers and learners which provides feasible and practical solutions to classroom problems. Millroad (2004) and Helm (2009) assumed NLP as a model which provides resources to emphasize language teaching practices.

Moore (2009), and Tosey and Mathison (2010) state that up to now there has not been found ample work in NLP across different fields since teachers and educators focus their teaching mainly on content irrespective of teaching practices. Consequently, the dire need for serious evaluation and research is blatant in this context (Pishghadam & Shayesteh, 2014). The fundamental principles of NLP: representations, anchoring, sensory acuity and presuppositions (Neurolinguistic Programming, 2008) refer to the unique aspects of teachers that match the basic principles of teaching. Eventually, this study sets out to draw scholars' attention on already existing techniques making their relevance to NLP in language teaching practices.

Marjorie Rosenberg, an English language teacher, at the University of Graz in Austria, spent most of the time of her life at attending various conferences on topics in accordance with NLP. She also held numerous teacher training sessions on NLP. She has been the follower and supporter of NLP in education especially English language teaching. Her many books on English language teaching got published in collaboration with Cambridge University Press, Pearson, and Cengage. Yet, the most significant identity that she holds is of an NLP trainer and IATEFL's (International Association of Teachers of English as a Foreign Language) president. In Rosenberg's most famous article: NLP and its use in the classroom, she points out that everybody in the world possesses a different mental frame that may not be actual reality. Instead the reality resides at the deep level and NLP facilitates approaching that deep level with the help of its various effective techniques.

According to Rosenberg (2015), to improve communication, establish rapport, and maintain relationships should be the significant goals for any English language teacher since all human hold different territories in relation to their different experiences and it reinforces NLP idea that map is not the territory. Rosenberg (2015) strongly agrees with NLP as the most effective tool to be used in an English language classroom. The grand concept of teaching and read teaching as proposed by Grinder and Bandler uses all representation system which motivates teachers to not only write but also explain loudly with the help of their body language to convey ideas effectively if language learners are slow and need more re-teaching which NLP focuses more than any other approach or methodology. The concept of this teaching and re-teaching goes back to the idea of using senses by various people in different ways such as auditory visual and kinesthetic to absorb information delivered by the teachers in different ways.

Pishgadam (2011) accentuates NLP as a foundation to help release the nervousness of the students. He provides the explanations of the notions: rapport building, anchoring, modeling and cognitive and emotional boosters. In additional, he also premeditated the scale on which teachers' progress can be evaluated or measured in terms of various factors and techniques involved in teaching-learning outcomes.

Lashkarian and Sayadian (2015), take NLP as an effective tool to make learners increase their level of motivation and get over their level of depression. Ramganesh (2015) thinks NLP is correlated to learners' level of progress, the more they are motivated to learn, the more they learn.

All language teachers use NLP, either consciously or unconsciously, knowingly or unknowingly. Whether a teacher intends to employ or not employ NLP in his or her language teaching practices, it is already present. The fundamental principles of NLP: representations, anchoring, sensory acuity and presuppositions (Neurolinguistic Programming, 2008) refer to the unique aspects of teachers that match the basic principles of teaching. Eventually, this study sets out to draw scholars' attention on already existing techniques making their relevance to NLP in language teaching practices.

2.7 Teacher Training in NLP

NLP recognizes no confines and boundaries. It can facilitate people regardless of their fields. The vicinity of NLP is quite varied and mammoth; it can help individuals as well as societies, organizations and institutions (Legall et al., 2006),

NLP can also be used productively in various training/coaching sessions in sports and teacher workshops etc. There has also been a research journal in this regard: "The Performance Solution: A Research Journal of Coaching, Mentoring, Supervision and NLP" (2011). Every organization/institution desires to inspire its employees in order to augment their level of competence (Wake, 2011), and also intends at resolving conflicts (Eduard, 2011).

Childers (1985) in the article titled 'Neuro linguistic programming: Enhancing teacher student communications' affirms that all learning adheres learners' internal states. Further, when teachers are trained in NLP, then they are able to polish and refine their interpersonal skills of communication which are directly related to learners' communications. He also suggests that gaining an insight into learners' internals states presents an insight into learners' representation systems. In other words, NLP is an effective tool for establishing rapport with learners.

NLP has also been comprehensively used to shore up head teacher training in exigent school contexts (Hutchinson, et al., 2007). The Consultant Leader programme (as part of the London Leadership Strategy's Consultant Leader programme), chose existing exceptional head teachers and trained them. There has also been added a data collection and dialogue session to the concluding phase of the training to prop up the understanding of the huge potential of NLP tools in an educational setting. Further, the purpose had been to facilitate the current plan of the training.

In the seventh International NLP Trainers Association recognized as held for Teachers and School Leaders between May 2004 and December 2006, responses were solicited from the members in groups of six to eight people. Their responses were aligned with the potential application of the tools and techniques that they had been given training in last three days. Teachers' responses reflected an enormous acknowledgment and appreciation of the exploitation of influential language as being most functional element in a classroom context.

For Carey, et al. (2009), NLP trainings can help teachers achieve their desired learning outcomes. Burnham (2010) well thought-out NLP to hoist the echelon of language learners not in terms of their mental progress but also their self-confidence. He also put down the use of NLP as a component of curriculum to take into account the requirements of language learners most aptly. Churches and West-Bumham (2008) advocated NLP tools and techniques as pertinent to teachers since they can be classified in four ways:

- Outcomes-Strategies and approaches for self-motivation and the motivation of others;

- Rapport- Approaches for building rapport and influencing others; Flexibility-

- Techniques for developing personal flexibility and awareness of others;

- Language-Language models from hypnosis and therapy (Churches and West-Bumham, 2008, p.7).

2.8 NLP in Teaching Domain: A Review of Related Literature

NLP is of paramount significance since its arrival to the field of education. Numerous ways were presented and various studies were conducted to see its worth in relation to effective pedagogy as performed on numerous areas of ELT such as vocabulary, grammar, reading, listening, speaking, and writing skills etc.

2.8.1 Review of Studies Related to NLP in Education

Brown (2004) in the article titled "What makes a good educator?" revealed the importance of teachers' Meta programmes which are reflected via their teaching styles. It has been observed as a result of this qualitative study (as meant to observe Meta programmes) that same teaching styles is disliked by few students but liked by some other. The reason as further explored was the acquaintance of teach and students' Meta programmes. The study suggests that if teachers get awareness of their students' Meta programmes, they can teach them effectively.

Reupert and Maybery discussed the significance of hypnotic principles and techniques in educational settings in their research paper. It was in lines with the previous idea presented by Oldridge (1982) that many teachers unconsciously engage themselves in hypnotic practices and also with Ercikson idea that takes series of suggestions and ways of grasping attention of children as part of hypnotic practices. The motivation for this study was also Conway's idea (2002) that students come with diverse interests so their individual thought processes must be entertained in educational settings for better results. A very common sentence used by the teacher is mentioned in this study: "When you pay attention to your teacher, you will find your homework easier" (Rupert & Maybery, 2005). This study raised significant questions regarding the use of hypnotic practices in non-hypnotic settings such as classroom context where teachers use language patterns to influence the minds of their students for better teaching and learning processes.

Wood (2006) in his study revisited NLP, nonverbal communications and signals of trustworthiness. He conducted three varied yet connected studies to

recognize nonverbal signals linked to the representational systems. The intent of this research was to investigate the descriptions of nonverbal signals as controlling and manipulating others' behaviour as a result of establishing rapport and trustworthiness between sender and receiver in a communication. The first study makes its links to representational systems in NLP as interviewees language correspond to them; the second study relates to non-verbal cues in NLP as significant source to win trustworthiness as a result of establishing rapport; the third study emphasizes upon the understanding of non-verbal cures possessed by customers. Over all, the study pinpoints non-verbal signals as an additional significant source to establish rapport and win trustworthiness.

Carey, et al. (2009) conducted the research on 24 teacher-led action research case studies where few teachers got training in NLP by Training and Development Agency for Schools (TDA) being the grant funded Leading and Thinking project. This study is commendable for the integration of 111 research papers and references about NLP. All the studies revealed the momentous impact on the teachers' progress as a result of NLP training and it was an initiation of action based systematic and formal research.

Skinner and Croft's (2009), "The Dissertation Project Workshop Programme", consisted of a chain of seven interactive student-oriented workshops where many NLP techniques were taught to the students and students were given the chance to learn and achieve a wider range of NLP skills as requisite for carrying out their research projects smoothly and successfully. Self-efficacy and self-development played a pivotal role in their success. The research was by and large exploratory in nature with the use of focus groups and semi-structured interviews. Both the qualitative and quantitative data recommended that the programme has been useful in achieving its desired outcomes since there existed only positive feedback regarding the utilization of the programme.

Tosey and Mathison (2010) worked on the aspects of Neuro-linguistic programming as an innovation in education and teaching. They discussed the function of NLP in education and teaching. In view of the fact that diminutive scholastic work on NLP is initiated to date, this article proffers a clued-up foundation and consideration of the field for teachers and mentors.

Tomasz Witkowski (2010) in their research illustrated the theory of NLP by mentioning the abstracts and bibliographic details of numerous articles which were empirical in nature. He preferred quantitative analysis of only the most reliable studies

for further investigation. He came up to the conclusion as a result of his thorough and in-depth analysis of the published articles that NLP concept has not been established and developed on empirical ground in majority of the research papers.

Kudliskis and Burden (2011) in their work analytically investigated few minute yet significant aspects of NLP such as what are the effect of student's assumptions on their performance, how the goals can be set and achieved and how set mind patterns can be altered via NLP techniques. There were 36 first-year students, who volunteered to take part in a workshop for a time span of one academic year after their regular school timings, in a secondary school in the South West of England as a sample of this study. Further, students went through a semi-structured interview to inspect five areas linked to assumptions/beliefs (predominantly negative beliefs related to performance. The research signifies the empowerment of NLP strategies for successful exam results as a result of efforts by the teachers to make student reduce their affective filter as no response is right or wrong. However, it is a form of the feedback and communication process achieved from the learners and meant for the learners. It further facilitates the process of setting goals and highlights that altering behaviour to achieve those set goals is challenging yet a possible task as a result of NLP techniques.

Alghafri and Ismail (2011) in their research employed the thinking strategies following the neuroscience paradigm in order to observe their effectiveness in a learning environment. They aimed at filling up the gap between neuroscience and education. Since Norman (2000) suggested NLP as an application of neuro-linguistics, it has got direct ties with education as it is indeed labelled as a model of human behavior and thinking process. NLP has been perceived a Neuroscience Based Strategy (NBT) in this research. This strategy takes its roots from principles of cognitive neuroscience and neuro-linguistics. Many studies support the viewpoint that incorporating neuroscience-based thinking skills in the syllabus can facilitate students to improve and augment their advanced order thinking skills. The data was collected from 62 students of Malaysia's primary schools where 30 students were placed in the NBT group and the remaining 32 students in the Non Neuroscience-Based Thinking strategy (NNBT) group. A quasi-experimental method was exploited along with the Test of Creative Thinking (TCT) and the Science Task of Thinking (STT) to analyze the thinking skills of students before and after the participation in the study. The results exposed a noteworthy difference between the NBT and Non-NBT groups. The NBT approach fuels the brain and consequently boosts up the students' creativity. This

result is in accordance with the neuroscience principle that learning is triggered by the brain mechanism. It was a significant study to show the relation of NLP with Neurolingusitics and education.

Allan, et al. (2012) in their study investigated the use of influencing skills in NLP and innovative mathematics' pedagogy. They further add approaches such as higher levels of mutual learning process and questioning. This research tried to examine the efficacy of NLP in education along with its efficacy in general. There are three groups of teachers in this study who have been handled differently by the researchers: teachers who did not receive any training, teachers who received training in innovative mathematics' pedagogy and, teachers who have been trained in NLP influencing skills along with the innovative math pedagogy. The sample of the study consists of 71 males and 102 females. The results of the study indicated the largest statistically noteworthy development in mathematics' for the teachers trained in NLP influencing skills in addition to innovative pedagogy.

Sarmdiyan, et al. (2012) in investigating the effectiveness of teaching Neuro-Linguistic Programming strategies employed pre-test and post-test methods via cluster sampling. Neuro-linguistic programming strategies were taught to participants of the test group for 12 sessions of ninety minutes each. The control group did not attend any training sessions as a requirement of the study. Smith's self-esteem questionnaire was employed to see the difference after six months in each group to observe the occurrence or non-occurrence of differences between test and control groups. Before NLP training, an independent t-Test was also used. The outcome of this research favoured NLP trainings on high school students' self-esteem. It is proposed that NLP training in schools play a vital role in individuals' mental health.

Kong (2012) in his work on facilitating Knowledge and Learning Capabilities through Neuro-linguistic Programming' aimed at the improved and thoughtful understanding of concepts beneath NLP. He also intended to investigate its potential for memorization, managerial understanding, and learning, in the course of erudite analysis. In fact, NLP aspires to expand individuals' skills in relation to team or community work in terms of thought processes, programming attitude and language styles.

Bashir and Ghani (2012) in the article on effective Communication and Neuro linguistic Programming' present various aspects of NLP with respect to communication as an essential part of human life. They emphasized the viewpoint that

communication cannot be ignored in any area of human life especially it has immense contribution for education and learning besides business, management, law, psychology, and marketing etc, if explored. NLP reinforces the idea that new knowledge can be acquired effectively via effective communication. Further Bashir and Ghani (2012) discussed the theoretical significance of NLP and its positive relation with communication skills by illustrating various NLP techniques, yet no practical application of NLP has been provided in this article for its better understanding.

Seitova et al. (2016) tried to explore the effectiveness of NLP in education via a comparative analysis of NLP methods in teaching, diagnostic research of students' perception, and methodological recommendation for organizing a study of disciplines with the reference to the students' perceptions. They reached to a conclusion that NLP techniques solves many problems in a classroom directly or indirectly and enormously help teachers to design the plan of their study to encourage and promote creative thinking.

Kotera and Sweet (2018) explained the various techniques of NLP and recommended a few possible directions to carry out the further research. They compared NLP with the theories of Cognitive Behaviour Therapy (CBT), mindfulness, and coaching. Consequently, they observed NLP as containing the similar levels of efficiency. However, they emphasized the empirical research in this area for its validation.

The greater part of the research papers hold debates on the use of NLP in classroom practice with a positive end result. Other distinguished areas of research incorporated the use of NLP in leadership development and paid attention to Meta programmes in NLP. Few other related areas where manifold positive studies had taken place draw attention to creativity and self-expression, modeling, the use of NLP with parents, in academia and teachers' professional behaviour. After having received training sessions in NLP, many teachers accredited benefits to their professional growth, and instruction skills. The grasp over NLP strategies and techniques can be an effective source to help contemporary teachers to realize and accomplish their outcomes in a qualified and professional manner. There exists a strapping emphasis on the use of influential language patterns. However, none of the researchers elaborated upon various NLP patterns in connection to the field of education and also did not explore the famous NLP Milton model. Also, many NLP techniques were not explored as discussed in this chapter earlier except the eminent technique of modelling in NLP.

2.8.2. Review of Studies Related to NLP in English Language Teaching

Neurolinguistic Programming grasped the attention of the researchers in the field of language teaching in the recent years only. Various studies have been conducted to observe the impact of NLP on different teaching practices but they are only few in number. Among them, most of the research articles are based on either discussions about the use of Neurolinguistic Programming or its effectiveness in an ESL or EFL classroom with positive findings.

Millrood (2004) explained the role of NLP in teachers' classroom discourse. He conducted workshops with teachers to increase teachers' understanding regarding developing or destroying teacher-learner correspondence. The workshop included 16 experienced teachers of English teaching at secondary level with none less than 5 years of teaching experience. The workshop laid emphasis on establishing rapport with the learners, eliciting responses from the learners as a result of leading them, understanding, and monitoring their emotional states of mind and individual learning styles for reframing the teaching activities accordingly. The workshop possessed the agenda learners must develop trust on their teachers; the more considerate and empathetic the teachers are-the more effective learning process takes place. Millroad (2004) declared this NLP practice as "An approach to language teaching which is claimed to help achieve excellence in learners' performance". It is important, however, to notice that a classroom discourse can be a source to direct learners to either sense of accomplishment or a failure. It is not an easy task to give orientation on the use of NLP as a useful communicative model for language teachers since NLP involves few complex notions such as various Meta programmes, individual learning as well as cognitive styles, introduction to hypnotism, value of counseling, and sensory representations etc. These concepts make NLP a very wide ranging and trans-disciplinary area. Richards and Rodgers (2001) also initiated the concept of NLP as a complementary skill in teaching second language

Tatjana (2009) carried out the research on two groups of teachers for NLP-based Continuing Professional Development (CPD). Fourteen teachers participated in the experimental group that was not given the personal development training and sixteen teachers took part in the control group who were given the training. There were two exclusively NLP-based, three somewhat NLP-based and five entirely non-NLP based personal development modules. Being a comparative qualitative study, all the collected data was analysis thoroughly via both content and linguistic analysis in order to determine the perceptions and understanding of the teachers in accordance with NLP

techniques. The teachers who took NLP-based CPD training used more words with constructive, encouraging, and positive implication. However, the other teachers who were not the part of this training used more words with negative connotation. The NLP-based CPD teachers showed a positive perception of their public image as a teacher on the contrary the others employed negative perception of their public image as a teacher.

Burnham (2010) conducted the research on the implications of Neurolinguistic programming for personalization-that is the most appropriate way for any learner to take his or her learning responsibility. This study posed the challenge to already existing language teaching beliefs with the conclusion that within this theory the students and teachers both developed more confidence in the classroom since learners could communicate their feelings more easily. They were also more motivated as a result of NLP techniques. Further, it emphasized the practical aspects of NLP techniques and focused on their integration in school curriculum.

Ghabanchi, et al. (2011) observed 32 classes in three phases; pre reading, during reading, and after reading. They examined learners' cognitive states on Bloom's Taxonomy in order to see learners' proficient level as influenced by teachers' discourse. Their main concern has been to deal with eminent cognitive areas as responsible while teaching process. They considered mainly the action verbs used by the teachers in order to see their influence on language learners.

Pishghadam, et al. (2011) in their article 'Validation of an NLP Scale and its Relationship with Teacher Success in High Schools' confer the spirit of communication in a classroom background. This study proposed to first create and then validate a questionnaire of NLP in order to apply it as an example. The study had got two phases where the first phase had 175 and second had 93 English as Foreign Language (EFL) teachers. This research explored a remarkable relation between NLP and teacher success. It entails that teachers who make use of NLP techniques in their classes are more successful than the other who are not. The results of correlation analysis also corroborated the connection between NLP and teachers' success. By using NLP strategies, students are in fact, provided better opportunities to learn efficiently. The value of this questionnaire lies in constructing an NLP scale that can be of great help to researchers interested in studying NLP. The findings of the study also offer support to the use of NLP factors in education as it explored that rapport and communication are two pillars in NLP which serve as tools to enhance learning

process. It strengthened the viewpoint that NLP, as a vital conception in humanistic psychology, copes up well with the skill of communication (Tosey et al., 2005).

Another research by Khabiri and Farahani (2014) dealt with the effects of Neurolinguistic programming and critical thinking, and also an amalgamation of both on EFL learners' reading comprehension and vocabulary retention. The result of their study showed that NLP and critical thinking had no significant impact on vocabulary retention but critical thinking skills made a change in the way they think. Also, Neurolinguistic programming provided the learners with a different point of view about their experience from the world, and an individual way to achieve their aims.

Ramganesh and Paulraj (2015) conducted the research in India on 45 teacher educators in order to know the level of familiarity of teachers with NLP techniques and the focus was primarily on individual differences which are crucial for the teachers to recognize. For this purpose, building rapport, cognitive and emotional boosters, and elicitation techniques were made prominent to be used in the school curriculum for better teaching practices.

Moharamkhani, et al. (2016) in their study: "The Impact of Neuro-Linguistic Programming (NLP) on EFL Learners' Vocabulary Achievement" in Iran, divided 90 female students into two groups: control and experimental, where one was taught with the help of NLP techniques and other with strategies of synonyms, antonyms and dictionary and the results provided strong evidence in favour of NLP for memorization of the spellings.

Khalandi and Zoghi (2017) in their research on EFL learners' listening comprehension carried out research on 30 Iranian EFL learners as Cambridge ESOL KET students who were divided into one experimental and two control groups. The study supported the accelerated learning of the experimental group that had a positive effect on EFL learners' listening comprehension.

Also, Marashi and Abidi (2017) conducted research on 30 Iranian female EFL teachers for 30 sessions to examine the effect of NLP on teachers' reflective teaching. Leading, rapport, elicitation, modelling, anchoring, flexibility, individual differences, and cognitive boosters were the chosen techniques for this study. The participants were asked to reflect upon on a piece of paper about their existing teaching techniques in connection to their ongoing discussion on NLP. They were provided with audio and visual materials to understand NLP techniques. The discussion as well as the questionnaire revealed the positive effect of the treatment. Similarly, Farahani (2018)

conducted his research on effects of NLP techniques on reading comprehension of Iranian EFL learners for specific purposes courses. Sixty Undergraduate students majoring in medical sciences were selected and divided into experimental and control groups. The participants of the experimental group were familiarized with various NLP techniques and concepts, whereas the control was taught by regular teaching method. The statistical data marked a significant difference of performance by the experimental group as compared to the control group. Also, Siddiqui (2018) in her article on NLP, presented a brief overview and explanation of numerous NLP techniques such an anchoring, rapport, Meta model and mirroring as the key pillars of NLP as discussed earlier in this chapter. Alroudhan (2018) carried out a research on female Saudi EFL learners via dividing them into control and experimental groups for 2 months. He used the primary and secondary sources and the oxford placement as pre and post-tests. The experimental group taught through the NLP techniques produced more positive results as compared to the other group. Caballero and Rosado (2018) carried out research on Spanish students facing challenges with past -ed ending of regular verbs. There were four groups; two were taught pronunciation using NLP techniques and two others were taught via standard pronunciation techniques. The groups which were taught using NLP techniques were seen to provide improved results.

The above-mentioned researches make their connection to the study conducted by Delbio and Ilankumaran (2018). As a result of their study on second language acquisition through NLP, they discussed the various psychological factors of paramount importance in a learning process. Considering NLP, a psychoanalytic approach, they affirmed the connections of a learning process to the mental processes.

Keezhata (2019) conducted qualitative research on 20 high school NLP trained English language teachers in India to understand their perceptions. As a result of manual thematic analysis and consulting various authentic studies, he found NLP as an effective tool that facilitates the learning process and encourages a positive learning environment.

Hidayat (2020) also explored the implications of NLP for English language teachers and learners. He discusses the brief history, theoretical stance, main pillars of NLP, and on-going debate on effectiveness of NLP for English language teachers and learners. His study was more refined and discovered a progression in NLP techniques as compared to the research by Siddiqui (2018).

Rayati (2021) conducted a sixteen hour NLP workshop for 20 Iranian EFL teachers to give them the practical knowledge of the concept of NLP. He made an observation checklist to observe those teachers for 60 sessions. In order to find out the changes in teachers' perceptions after training, the researcher observed them again after the duration of seven months. Also semi-structured interviews of teachers were carried out. Rapport, flexibility, modelling, VAK, and anchoring, were the most employed techniques by the teachers.

Zahra (2021) chose 42 learners to investigate the role of NLP to enhance speaking comprehension among EFL learners in Ghazi University, Punjab, Pakistan. Learners were divided into experimental and control groups. Those learners who were taught via NLP techniques and concepts produced better results than the other group taught by the regular teachers.

All the studies as mentioned above, aimed at identifying significance of NLP for various aspects of English language teaching. However, none of the studies contributed to the exploration of NLP in ELT in connection to NLP techniques and NLP models. NLP has not been found as the heavily researched area around the globe in general and Pakistan in particular due to limited understanding as a language teaching approach and involvement of more neurological aspects. In Pakistan, there has never been a research conducted in ELT with reference to NLP as a teaching method. Few available researches are related to the other fields; for instance, the research for effective communication (Bashir & Ghani, 2012) and human behaviour (Mehdi, 2022). One significant research to ELT is recently conducted for improving speaking skills of EFL learners (Zahra, 2021).

Few major reasons have been the source for experts in academics to not take NLP as a theory. Swan (1985) declared that teachers usually do not encourage the use of new methods, techniques, and innovations in English language teaching; instead, they rely on old methods which have been validated heavily and methods which are a combination of their own experiences. NLP has not been taken as a part of academic research while declaring it as a pseudoscience by ELT experts. There have been experts who strongly opposed Chomsky' ideas of innateness of language, and there are experts who do not consider NLP of any worth in ELT. For instance, less established theoretical grounds since NLP pioneers started practicing the various techniques to use them magically and academicians need to look for some theory to see its practical significance. Yet this claim can be declared untrustworthy and odious

by the NLP world as effective practice is wholly dependent on its cognitive understanding. Also, amalgamation of various ambiguous concepts and disjoined theories has doubted its significance; however, if NLP is declared merely as a set of strategies as presented by Craft (2001) and not a theory, it still contains theoretical unity in its epistemology. Other major reasons could be lack of evaluation regarding its practices, and lack of critical appraisal and reflection on NLP discourses and the way NLP is socially practiced.

Yet, if NLP techniques are not of any wroth, then one must ponder on the following questions: Why are there so many NLP trainings going on in the whole world? Why do so many people register themselves to get training? Why are there so many online programs if one cannot attend live training from experts? How people after receiving trainings feel themselves better than before? Why have experts of various fields done research on NLP?

Harris (2001) refuted the idea that NLP lacks theoretical and scientific evidence to be considered as a well-established theory like other methods and approaches to the ELT world. Rather, he put emphasis on the point that numerous NLP theories are already in practice in business, counselling, and most importantly therapy. They are also an active part of classroom practices even if not documented scientifically or theoretically in cognitive or psycholinguistics or made a part of humanistic approach. Additionally, NLP theories are easy to absorb by language teachers as well as learners since the theories do not include any complexities to make them inexplicable for others. NLP ideology is simple yet commendable which perplexes people to accept it scientifically and academically. Moreover, another reason for NLP not getting appreciation from the ELT experts as a theory is its practical application to the other fields as well. For instance, Humanistic philosophy is particularly meant for the ELT practices. That is why even when NLP shares many features with Suggestopedia, Silent way, and Community Language Teaching, applied linguistics did not admit it openly as its part for teaching English as a foreign or second language.

Further, the in-depth theoretical understanding regarding language patterns, which were the original source of inspiration for the pioneers of this approach, was not found in any research projects. Also, how the language patterns become significant, were not explored by any studies. Moreover, the crucial connection of language patterns which boost human emotional and cognitive abilities, being a part of NLP approach, could not be located in any research. Similarly, how teachers' perception can be determined

affecting their learners' behaviour, has not been examined. In brief, the more real essence from which this research has been originated and its practical application is recognized in a very limited sense in the academic papers around the world, in general and Pakistan, in particular.

There is also a room to carry a research on NLP as a method to English language teaching. According to Harris (2001), it is a self-evident and unquestionable fact that any such thing which has even the smallest part of linguistics would appeal language teacher or trainer and any such thing which reveals connection between mind and language would be a part of psycholinguistics or cognitive linguistics. Harris further mentioned that Brown's (1994) book "Teaching by Principles", Bailey and Nunan's (1996) "Voices from the Classroom", and Ur's (1996) "A Course in Language Teaching: Practice and Theory", and Ellis's (1994) "The Study of Second Language Acquisition", do not even mention the NLP existence for ELT. However, he also compelled language teachers to use NLP if it works for them following NLP practitioners' claim that leave it if it is not worth it. Bruce Grimley (2012) stated that people who do research on NLP are usually those who are NLP experts as well as research experts. It has also been felt as a result of reviewing the literature on the connection of NLP techniques and ELT practices that researches have not been conducted to explore the various theoretical grounds that the worlds of NLP and ELT share. The present research is an attempt to fill the gap in epistemological concerns regarding NLP.

2.9 Conclusion

English language, while always found struggling with its status all over the world as an international language, has been experiencing a variety of teaching methods for its effective foreign or second language pedagogy. There have been discovered various learning principles and teachers' roles in this regard. Some linguists explored the ways where learner centered classroom could contribute immensely to effective pedagogy whereas some others put emphasis on teacher talk or discourse as of crucial role in classrooms. From Grammar Translation method to task based interactional learning strategies, no method could be declared as the best method for effective English language pedagogy. Then people focused their attention on cognitive based teaching methods where Neurolinguistic programming took its roots and grabbed the attention of the ELT world. There have been revealed numerous strong connections with learning and NLP and language and NLP. Various definitions of NLP

were proposed and suggested to reveal its link with desired outcomes and objectives which are essentially an important aspect of language teaching practices. A variety of learning styles, possessed by learners in a classroom, were discovered as part of the NLP representation system such as: visual, auditory, kinesthetic, olfactory, and gustatory.

Also, a range of language learning strategies and NLP techniques have been observed in strong connection with NLP by the linguists, educationists, and NLP experts. Numerous studies in various fields have been noted in connection to NLP to suggest its significance as an approach in general and with education and English language teaching practices to mark its significance in the ELT world. Moreover, it is hard to find studies which provide theoretical underpinnings and practical application of Neuro-linguistic programming in English language pedagogy. The present study seeks to prod intensely into English language pedagogy in Pakistani English language teaching set-up in order to recognize its worth and implication. Certainly, if the focal point is cognitive functioning of the language learners, commendable results can be achieved. This research, therefore, explains the utilization of NLP as an approach not only as a toolkit for evaluating the current English language pedagogy but also proposes ways for inspiring, stimulating, and invigorating communication between language teachers and their learners. This research has also identified the role of current NLP practices in ELT world. Besides, it is suggested as a new pedagogical skill for language teachers to improve the language teaching-learning practices in Pakistan.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter outlines the research design, method, and tools used for the present research.

3.1 Research Design

The current study makes use of both qualitative and quantitative research grounds. Qualitative researches are conducted with a holistic approach, scrupulous settings, and an emic perspective and put forward an assortment of epistemological, methodological, and theoretical options. They aim at delivering descriptive and exploratory knowledge to develop broader understanding of any phenomenon (Hesse-Biber, 2006). Besides, the technique of sampling in a qualitative research in unique and variant in terms of its data collection. Only few individuals may be selected and considered the key informants. In this research design, the representation is taken at a secondary level and the primary objective is to select those individuals who have got the potential and ability to add more in-depth understanding to the issue under study.

On the other hand, a quantitative research is meant to get numerical, mathematical, or statistical data for an objective measurement and to achieve valid and reliable results to generalize them for certain people or for a certain purpose. The collection of data is also only from the most related and relevant people which is termed as the target sample where aim is to choose similar people (in accordance with needs of the research study) across an assortment of variables (What is Quantitative Research?, 2018). The purpose to choose quantitative research is to describe and explain the ongoing conditions (Organizing Your Social Sciences Research Paper: Quantitative Methods, 2019). Therefore this research makes use of quantitative research design to explore the current English language teaching practices in Pakistan.

The Purposive sampling method has been used for both qualitative and quantitative tools of this study. A purposive sampling technique offers better insights and more specific and defined research results (L.R. Gay & Airasian, 2012). This non-probability sampling is also termed as judgmental sampling since it takes the perception of experts in the field or researcher's own perception for selection of a sample. Moreover it selects sample for specific reasons or agendas (Dudovskiy, 2019).

Further, the data of this research has also been gathered via Survey method which is effective in both qualitative and quantitative research designs. Surveys are highly systematic and structured (Sapsford, 2006). The main purpose is to describe the preferred responses of the people from the list of available options regarding the questions asked from them, in order to measure or evaluate their responses. Since a large amount of data can conveniently be collected via survey method, it has been chosen for this study for the purpose of gathering responses on questionnaire.

Also, this research is an exploratory study. According to Swedberg (2018), an exploratory study has always been taken as a soul of any fine research that either deals with a topic that has never been explored earlier or a much known and well established topic with an intention to discover something new and exciting. In order to find out novel and innovative ideas, exploratory studies are crucial. Since, the present research topic comes under the domain of less explored areas, an exploratory study was conducted. The various NLP language patterns were never explored as a result of any prior research and their connection to teaching practices has also not been examined or observed. Positing that NLP has been previously considered a pseudoscience, this exploratory study may help to understand the huge potential and implications of NLP for English language teaching practices that certainly needs to be explored thoroughly and comprehensively to acknowledge their existence in the ELT world.

3.2 Research Tools for Data Collection and Data Analysis

The current research employed a qualitative- quantitative research design by using the following research tools for data collection and analysis.

3.2.1 The Observation Sheet

An observation sheet based on the various language patterns, as proposed by Milton model was used to analyze the teaching activities. (The sample observation sheet is provided in the annexure A). The researchers observed 10 teachers at each of the ten institutions for their three classes for the duration of 50 minutes. The chosen teachers were either Masters in English language teaching or MPhil or PhD in English linguistics. Their chosen experience of teaching English language was minimum 5 years. The ethical considerations from the ten teachers were established via consent form (Annexure P)

This research tool was chosen for few significant reasons. First, Milton model is a major model in NLP that introduces distinct and significant language patterns and these language patterns are unique in their structures to cast a magical spell (via using

diverse language patterns) on others' minds to alter their existing state. Also, they are capable enough to give an insight into teachers' understanding/perception of teaching practices in Pakistan. These language patterns may open diverse and numerous ways to describe and explain ongoing teaching practices and their relation to NLP techniques and are quite helpful to suggest changes in current English language pedagogy in Pakistani academe.

In order to analyze the observation sheet, descriptive statistics was used. The purpose to use descriptive statistics is usually to demonstrate an otherwise hard to understand qualitative data. There are two sets of measures in this term: central tendency-the central position of dispersion (mean, median, and mode) and variability (dispersion within a data set). The measure of central tendency deals with an average whereas variability reflects the dispersion of data. Variability or speed is preferred to be known in order to find out that how a data sheet is spread out from its mean value (variable: minimum and maximum, standard deviation skewness, kurtosis, and variance). The high values of standard deviation depicts that the data is more spread out (Kenton, 2019).

Table 3.1: *Item Statistics in Observation Sheet*

Item Statistics		
	Mean	Std. Deviation
Presupposition	.70	.675
Mind Read	.50	1.080
Lost Performative	.60	.843
Cause & Effect	.40	.516
Universal Quantifier	.60	.843
Modal Operator	1.10	.316
Unspecified Verb	.20	.422
Tag Question	.20	.422
Lack of Referential Index	1.90	.876
Pace Current Experience	1.40	.699
Nominalization	.30	.675
Utilization	2.00	.816
Embedded Commands /Questions	.70	.675
Unconditional Acceptance	2.40	1.838
Time orientation	.20	.422
Tasking	.60	.516

3.2.1.1 Reliability and Validity of the Instrument

In order to find the reliability, the Cronbach's alpha (Cronbach, 1951), internal consistency reliability test method was used which produced the value of 0.563 based on standardized items.

Table 3.2: *Reliability Statistics for research instrument*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items .563	N of Items
.550		16

There are some noticeable factors for such low Cronbach's alpha value: first the study is qualitative in nature and Cronbach's alpha aims at findings reliable measures for quantitative studies where we have comparatively larger data. Second, there is no set pattern for any score to be considered acceptable. People often refer to Nunally (1978) mistakenly that he referred to Cronbach's alpha value as 0.7 to be acceptable though it is not the case. According to Nunally (1978): "What a satisfactory level of reliability is- depends on how a measure is being used." It illustrates clearly that various factors are involved to take the acceptability of any reliability test and we cannot state any one clear value for all tests. Further, according to Kehoe (1995), the Cronbach's alpha value of 0.5 is acceptable if the sample size is small, for instance, if it contain 10 to 15 items. But if any test has 50 or more than 50 items then it should be 0.8 to be acceptable.

Another noticeable factor is the less data available to the researcher, so she tried to find internal reliability of the items with the help of using the scale of variance ANOVA. Besides its effectiveness for small scale data, Anova scale can provide all the differences among the various groups at one time unlike other tests of variance. This scale of variance was, therefore, used to observe the significant differences in the usage of various language patterns by English language teachers at ten universities. Also, via revealing the differences among the groups of observations at those universities, it helps to explore the relation between language patterns and teacher-talk.

Moreover, in order to measure reliability in a qualitative research, Lincoln and Guba (1985, p. 300) exploit the concept of "dependability", that is considered to be intimately related to the idea of "reliability" in quantitative research. Clont (1992) and

Seale (1999) also perceive dependability as related to reliability or consistency. According to Davis (1994), due to availability of so many measuring instruments which can be used in a research process, face validity can be effective, if it is done by the experts of the field to provide valuable suggestions regarding the use of the instrument. For instance, they set limitations to instruments, can make the assessment process meaningful, and facilitate the process for using the instrument. He further added that completely denying this process of face validity will be another extreme in research. Creswell and Miller (2000) argue the validity process in qualitative researches as subjective that depends on research's perception.

3.2.2 Neurolinguistic Programming Questionnaire (NLPQ) and Scale (NLPS)

The Neuro-linguistic Programming Questionnaire (NLPQ) was designed and introduced by Reza Pishghadam, Shayesteh, and Shapoori (2011). Learning is more like a psychological process in Pishghadam's terms so this questionnaire can be found effective to explore the reasons for lack of motivation and interests among language learners.

The reasons to choose this adopted NLP questionnaire were based on the following facts. First, it is a very effective tool to understand, explain, and explore the relation between ongoing teaching practices and NLP techniques. Second, it includes the major structure of NLP where all the variables of the questionnaire effectively present the needs of language learners in a classroom. Third, it gives an insight into teachers' perceptions regarding teaching practices. To be brief, each NLP technique has been summed up quite effectively in the form of few significant questions.

The questionnaire was distributed among 200 teachers (despite the level they were teaching) in ten universities (The questionnaire is also provided in the annexure B). It consists of 38 sentences and has eight categories in relation to eight factors: Flexibility, Anchoring, Elicitation, Modeling, Individual Differences, Leading, Establishing Rapport, and Emotional and Cognitive Boosters. These categories were explored in the section of literature review to explain their connection to the ELT practices. These categories in relation to current ELT Practices in Pakistan are discussed in the fifth chapter of this research. Each factor contains between 3 to 7 sentences regarding its title and the teachers were supposed to choose their own teaching styles from the given options since the 38 sentences have five options each from 5(always) to 1(never).

The data was entered via SPSS 22 software. For analyzing the data, initially, descriptive statistics has been employed as a statistical measure since it simplifies and recapitulates the quantitative data in a quite sensible form that is easy to comprehend. It is also used in this study to compare and evaluate the data. The bar charts were then generated to get the clearer picture of the results. Cronbach's alpha test was also measured for internal reliability as shown below: Table 3.4: *Reliability Statistics for Questionnaire*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.697	0.718	38

3.3 Development of the Module

Module designing as a part of research is not something new. Many researchers have adopted this approach in order to suggest something practically implementable (Torrefranca, 2017; Nunan, 1988; Yalden, 1987). As, the present research focused a new approach within Pakistani context, thus, it seems imperative to come up with some practical contribution that can be used as a starting point in the area of NLP based language teaching.

According to Sies(2011), modules can be found consisting of numerous techniques, covering various units to teach the contents, or cover just one lecture or class. It is a course that serves as a coherent whole since it is divided into several units or parts to teach specifically but all contribute to single idea. It is a highly technical job and to have effective planning, the researcher participated first in a training certification program for module development. For this purpose, the researcher did two courses: NLP Practitioner course by Matthew Barnett, a certified NLP trainer, and Lesson Planning with ELL (English language Learners) in Mind by Arizona State University (see the Appendix). Further, the module was practically taught to a group of 10 teachers (their qualification was either MPhil or PhD) teaching English language courses at the undergraduate and graduate level of the university) for pre and post testing of the module. The details of the process are provided in the chapter six of the present study.

The aim of the researcher was to highlight the already existing techniques used by language teachers and their relevance to NLP. The findings of the first two steps have been used for designing the module. Revell and Norman (1997) suggest 13

underlying NLP assumptions for language teachers which were are consulted along with the books: 'In Your Hands: NLP in ELT' by Jane Revell and Susan Norman (1997), and 'Handing over NLP based activities for language teaching in ELT by Jane Revell and Susan Norman (1999), for designing the Module for English Language Teaching practices. Jane Revell and Susan Norman are experienced English language teachers who have worked immensely for teaching and learning process in the ELT world. They are also teacher trainers and writers of numerous books for the teaching and learning processes. They both describe the role of a teacher and students (as a general perception among the people) in the following way:

- Students are the most significant part of a classroom.
- Teachers are responsible for students' learning process.
- There is no absolute teaching technique or method to teach or learn effectively.
- The most important element of a classroom is learning –learning should not be taken for granted at any cost.
- Making mistakes is crucial to learning.
- The teachers' most important responsibility is to teach the subject.
- Teachers should not mingle their personal and professional life.
- Teaching grammar is essential to teaching language.
- Chalk and talk is still most effective way to teach.
- Teachers should have immense knowledge to answer all questions as teachers should not leave learning process at any time.

According to Revell and Norman (1997), there are some basic assumptions that exist about English language teachers and trainers as we believe and they should be reflected upon for effective teaching practices. Secondly, the ways prescribed by Marjorie Rosenberg, teacher trainer and experienced ELT professor (she has been teaching English since 1981 and published various English language teaching books to demonstrate and highlight teaching and learning practices) have also been added to the module for effective English language pedagogy.

After the module was designed in accordance with NLP key points, another important step was to validate. For the said purpose, the training modules were given to the experts to obtain their propositions for amendments and improvements. As per their suggestions a series of modifications were made and incorporated into the modules, and thus, the content validity of the modules was established.

3.4 Theoretical and Conceptual Framework

NLP is a pragmatic concept which relates to multiple dimensions and perspectives. It is mainly focused on two broad aspects: first, the subjective experience of every human that may not be depiction of reality but merely the ways in which individuals perceive the world around them; second, the neurological processes of humans and their relation to society, environment and other humans. All NLP models are based on these two broader assumptions (Dilts, 2016). Besides, the use of NLP is found intermittently in professional development to help people improve interpersonal relations and develop better leadership qualities. In recent years, the NLP techniques are being applied to ELT as well. In 1983, Howard Gardner proposed his theory of multiple intelligences by categorizing learning styles into three broad dimensions: First, visual, where learning is with the help of reading, watching videos, and charts etc; second, auditory where learning is a result of listening to others carefully; and third, kinesthetic where learning is related to taking part in practical lessons (Berman, 2001).

The Meta Model is the core model in NLP where the shift is from deep structure to surface structure. Deep structure refers to linguistic patterns and surface structure relates to internal representations. These concepts of deep and surface structures have been borrowed from transformational generative grammar of Chomsky. This model was designed in the form of questions which could derive specific information from a person to know about his experience of the world. It was based on modeling the behaviour of renowned family therapists: Fritz and Virginia by originators and developers of NLP: Grinder and Bandler (Grinder & Bandler, 1976). This model is contrary to Milton Model, which is from surface structure to deep structure (Tosey & Mathison, 2003) and is also the matter of concern for the researcher in this study. Grinder and Bandler (1976), proposed another model of NLP- the Milton Model, which was the result of meeting Dr. Erickson Milton, a famous hypnotist, and is a set of language patterns which can be used to:

- Pace and lead: to mirror and match also- where a subject is asked to think deeply and make a connection with what is likely to observe, feel, hear and think(for example: "as you are wondering" etc)
- Distract the conscious mind- it is to make them learn in an unconscious manner.

- Speak directly to the unconscious and access its hidden resources (Ellerton, 2008)

The Milton Model is mainly linked to two aspects: "What - unspecified and How – unspecified" which can further be understood in terms of three underlying concepts (Ellerton, 2008):

- Deletion – to present information in chunks keeping in mind learners' abilities and choosing relevant information only out of many available sources
- Distort – creatively create and shift meanings considering students' level of understanding
- Generalise - to make students learn by drawing broader conclusions

The above mentioned notions were further made understandable with the help of various language patterns proposed by Grinder and Bandler in the famous Milton model (Ellerton, 2008). The NLP Milton Model can be summarized in the form of the following worth mentioning principles:

- Any aspect of human behaviour can be made constructive or creative; following the ideology that positive intention lies underneath every behaviour
- People should not be evaluated in terms of their behaviour; accept the people and aim at changing their behaviour.
- Value and accept the other person's model of the world, keeping in mind the individual, social, emotional, and cognitive diversities.
- Resistance to conform in a person is due to lack of rapport.
- All the available resources exist within people, they just need to be triggered and activated to get desired outcomes.

The language patterns of NLP Milton model have been driven from Chomsky's concepts of surface and deep structures in Transformational Grammar. Milton model uses ambiguous and vague language patterns unlike Meta model yet the intent remains the same-to get desired results. The purpose of Milton model is to gain an in-depth understanding of others' state of mind with the help of abstract language patterns while adopting the strategy of being specific. The veiled intent is to develop an evocative insight from other's apparent use of words. The language patterns make the conscious mind slightly confused and thus pass through the conscious mind in order to reach directly to the unconscious mind. The instructions received when one is in unconscious

state of mind are readily accepted by them and eventually the change is triggered (Beardsell, 2019).

These language patterns can be found relevant to English language teaching practices, and for this reason, have been employed in this study.

3.4.1 Presuppositions

Presuppositions in NLP Milton model are of various kinds: existence, time, ordinals, ors and awareness. First, existence talks about anything that is in reality the art of our immediate surroundings. Second, time refers to certain time references like now, then, before, yet etc. Third, ordinals are chronological order of the actions which are supposed to be taken place like: what one would like to do first, second, third, and fourth, etc? Fourth, ors is the presupposition that receiver of information intends to take one option more than the other; like one in black or white? Fifth, Awareness is another very strapping belief about the shared knowledge of the speaker with the participants. For example, have you noticed how many times do we do this? The use of adverb and adjective is also quite momentous feature in inculcating certain response. For instance: how much it is easy to make you relaxed and a very interesting one is more likely to inspire minds: there is ample material available everywhere regarding this topic that you want to learn or it can be: what have you enjoyed the most about the project? Sixth, possibility, or necessity where there is use of modals to suggest and recommend something as part of learning process. For example, the use of words should and must, based on the shared knowledge between speakers and listeners (Presuppositions in language).

3.4.2 Mind Read

It is an effective tool of pacing and leading strategy in NLP. The conscious mind, when targeted by certain use of words or phrases, guides the unconscious mind unintentionally; the unintentional efforts do not even get realized via this process by individuals. This process, then, becomes similar to the process of breathing that happens continuously without being noticed (Beardsell, 2017). The psychological concept of empathic accuracy refers to gaining an access to intricate and complex innate processes while making cues about someone's apparent use of words or body language. In other words, someone's mental terrain can be mapped accurately by the usage of their linguistic or paralinguistic features. The critical element of "empathy" in psychology is to try to put ourselves in someone's shoes to imagine their situation and their respective reaction (Mind Read). To learn while observing others' behaviour

can open up new ways to understand others and make appropriate decisions (Denworth, 2011).

3.4.3 Lost Performative

It is generally known to be true in psychology that behavoural biases affect belief formation and decision making. To present a personal belief or an assumption in such a way that it seems to be a universal truth is an art of language use in NLP. Personal views are not accepted easily yet universal truths hold minds quickly without posing any questions. For this reason, it may be taken as distorting the reality that exists; a concept taken from NLP Meta model. Further, it can also be taken as a deletion of the existing reality ((Nietzsche). People usually say "that is not the right way to do it or "that is a silly thing to do", such sentences are value judgements of what speakers consider them to be of much worth. Speakers' opinions without the reference can alter listeners' actions. The vague statements may be found more persuasive and convincing for the audience (Harper, 2014). Skilled language users are aware of the fact that absolute truths attract more than personal views. They know the use of vague and precise language can acquire more results. This aspect in Milton model takes into account the very general and judgmental aspects of any phenomena. Such language patterns are usually based on implication of any ideas rather than mentioning the people who have given them. It is very effective when we do not want to refer to any person for a specific reference or when we cannot exactly quote the person, but his words. The use of this language pattern is in effect to create a hypnotic trance where people get bound to listen to us.

3.4.4 Cause and Effect

Though this relationship is the most noteworthy pattern among NLP Milton model language patterns yet it is the easiest one to exploit to gain desired outcomes. It also has the potential to stir feelings deeply inside of the people. The cause and effect pattern reveals the phenomenon that people usually occupy one side: either cause or effect. Those who live on "Cause" believe in results whereas people focusing on "Effect" look for reasons. People living their life on Cause pattern take their responsibility and consider themselves in charge of their actions. If people start living on cause side, they can see the emergence of their personal power and change their perspectives easily. This pattern emphasizes the aspect of one phenomenon to the other- If one thing is correct then the related aspect must also be correct for any effective process to take place (Cause and Effect implied). It is a resourceful tactic to

deal with any tricky situation efficiently by exploring all indispensable essentials and their relevant reasons. In order to pace and lead, the causal impact of this language pattern holds much significance since it has to be verified to move along with the people that you want to change. One can effectively pace and lead the client by using cause and effect strategy. The cause and effect relation has to follow each other- something is the result of another related occurrence. Such relationship is only assumed and implied to be true-it cannot be true at all occasions for all utterances (NLP cause and effect).

3.4.5 Universal Quantifiers

According to Bandler (1975), things only exist when they are emphasized or focussed. Reality is not what exists in our surroundings but what we perceive. The prominent concept of NLP by Alfred Korzybsky that map is not the territory (on which the whole NLP stands on) is based on the same philosophy (Revel & Norman, 1999). When as teachers, the concepts are emphasized upon then they exist for their students. In NLP, universal quantifiers serves the same fortitude. They are generalizations that prevent exceptions or alternatives to develop focus equally among all individuals. This emphasis of treating all equally and pointing out none specifically offers plausible behaviour to others' unconscious mind about all possible actions which can make them successful. Such linguistic presuppositions can facilitate an effective communication process in ELT classes.

3.4.6 Modal Operators

Models are essential part of any English language class. Their usage by the teachers in the class can be very helpful to intrinsically motivate their learners. According to NLP expert Beardsell (2019), sometimes they are linked to the presupposition of "possibility and necessity" that indicates unconscious process of convincing the learners that they can do whatever is asked providing them with all the available resources. For instance, they also reinforce a source that is given and may be of great help. Additionally modal operators tool of mental preparation to convince others for any following tasks. It also shows presupposition of impossibility when we draw boundaries for others that they cannot do certain tasks. In fact, Modal operators have got strong and intimate connection to unconscious mind where everything is possible. Its usage can be very successfully implied with the clients if rapport has been established since it imposes certain tasks or decisions where there is no choice left. While using modal operators, there is a shift to internal representations from the

conscious mind. The conscious mind hears the commands, suggestions, recommendations, and orders and passes them on to unconscious mind to consider various options which can be helpful to fulfill certain tasks.

3.4.7 Unspecified Verb

It is a linguistic tool in Milton modal which refers to a verb in a sentence but its function has not been specified. What happens to our internal representations if we hear the sentence "You can do", or "it is easy to do"? What exists in these utterances is ambiguity-ambiguity that raises the questions that how it is easy and how we can do. While raising questions, this ambiguity evokes our unconscious mind via engaging our conscious mind into so many questions. Now what this ambiguity gives is- intrinsic motivation, access to our unconscious mind that we have the hidden potential to get, perform, or accomplish what has been assigned to us, boosts our level of energy, values our self-esteem and eventually makes us self-reliant. It is the product of not specifying the process of action, yet only to mention an action (Harrison, 2009).

3.4.8 Tag Question

According to Gridner and Bandler (1975), a question added at the end of a sentence attaches a value to that sentence. It does not let the listener or reader be assured of or accept other person's modal of the world but it instils listener or reader's own engagement via pacing and leading strategy. Learners' participation in a learning context is crucial for effective learning process. Also, based on the entire discussion on the usage of tag questions in daily conversation or for effective communication as described by Milton H. Erickson, we can assume the following features for tag questions that are revealed when we add a question at the end of a sentence:

- to check the required information,
- to confirm validity and reliability of an argument,
- to create an argument
- to make it saved in other person's memory for longer time
- to create resistance or to delimit other person' modal of the world or his or her experiences
- to reinforce or strengthen certain aspects of our conversation or to persuade others
- for in-depth understanding of any concept
- for proper utilization or any concept

- to indirectly influence others' minds as these are indirect suggestions (learning can be very easy, isn't it?
- for getting to know others' viewpoints or relevant answers.

3.4.9 Lack of Referential Index

According to Bandler and Grinder (1975), Reference in linguistics refers to a situation where a noun or noun phrase is used to refer to a specific thing, entity, or phenomenon. Referential index refers to a source of an action or identifies the person involved in an action. The shift of referential index is to switch from one source to another such as a shift from 'I' to 'We' and 'We' to 'I' for particular reasons. Further, lack of referential index is a process of deletion where an unspecified person or group is mentioned with the help of modal operators from all and everybody to none and nobody (Understanding And Using The Milton Model 10: Switching Referential Index, 2017).

3.4.10 Comparative Deletion

Comparative deletion can be predicative as well as attributive and constructed comparisons can also be explicit as well as implicit (Bacskai-Atkari, 2018). The word comparative refers to comparative degree of adjectives in language. Comparison becomes much significant when it has been drawn in hidden ways. Deletion, on the other hand refers to the compared entity that is omitted. This term was first used by Bresnan (1973) to explain the type of constructions where nominal, adjectival and adverbial phrases are removed from the structures of a sentence. Sometimes such elimination is meant for the purpose of avoiding repetition of any expression as part of a complement. For instance, "Sara is taller than Tom is tall." In this sentence "is tall" has been removed to make sentence seem grammatical following the rules of language. Similarly, the example, "this event is better than the last event". We can see that "the word "event" is unnecessary to be used. In comparative deletion, no comparison has ever been shown or drawn directly.

3.4.11 Extended Quote

In order to put someone into the state of trance or imagination, a long narrative is often told that is divided into small bits or chunks of information (Ellerton, 2008). Since the use of direct suggestions may not be acceptable for people in most of the cases, the extended quotes may perhaps be a source to low others' affective filter. If we read the sentence as given an example of an extended quote by Jacob Laguerre (2017), "I was talking to a communications expert who said one of the most respected

communicators told her that NLP is the greatest communication model in the world today and that she used it always." Then we can observe the following features for this quote as extended: The quote, "NLP is the greatest communication model in the world" is the major information or the direct suggestion that has been presented ambiguously while incorporating other phrases such as giving reference to a communication expert, and the communication expert's reference to few other respected communicators, and finally the reference goes back to the first mentioned reference that she preferred to use it at all times. This amalgamation can be for the following major reasons based on NLP principles of Milton Model:

- to put emphasis on one's major agenda/point
- to confuse conscious mind so that the information gets passed on to unconscious mind for further consideration
- to put the other person into state of trance or imagination so to control the unconscious mind to think alike as we as NLP experts want them to be.

3.4.12 Pace Current Experience

Authenticity relates itself to current situations. The more we give examples from present context, the more we make our statements acceptable for others. This is the work assigned to Pacing current experience in NLP Milton model. When we use our senses fully to explain the ongoing situations and talk about things in our surrounding then it gives legitimacy to our words and their related actions (Ellerton, 2005). Bandler and Grinder (1975) noted the same aspect in Milton's use of language with his clients.

Pacing ongoing experiences is a very common yet miraculous technique to lead individuals to their intended objectives. According to Matthew Barnett, an NLP practitioner, pacing current experience is one of the best techniques to establish links with people and persuade them. It is a way to create, construct, and develop consensus for whatever is required. A yes set feedback strategy as employed in NLP, will then be developed which will facilitate the clients to develop agreement. Yes set refers to a constructed habitual process as a result of repetition of certain questions via aiming at receiving only positive answers from others. The unconscious mind gets involved ultimately and produces results in accordance with desired objectives.

3.4.13 Double Bind

Bandler and Grinder (1975) proposed this notion of double bind in the context of presenting choices. When one choice is proposed then it is taken as a bind. When

within a single utterance, multiple choices are offered to give no choice in a broader context is called double bind. This concept is known to have been taken from the game of chess where there are two possible moves and whichever move is taken can put the player out of the came leaving no option with him behind. This direction is directly given to unconscious mind where everything is accepted whole heartedly. Yet this double bind of linguistics is somehow different from the rules of chess as rejection of the double bind is also possible in case of linguistics. For instance instead of choosing one option out of two, the listener can altogether refuse the both options as we can see in the following example:

A: Would you like to do homework right now or later?

B: Who said that I am going to do my homework?

Double bind may also be taken as illusion of choices as only an illusion of choices is drawn since practically no choice can be identified. Yet we can see that rejection is also possible for conscious mind. The conscious mind can ask the questions that why should I do the home work? But when we try to awake the unconscious mind then rejection is not possible, rather the answer is obtained (Jones, 2008).

3.4.14 Conversational Postulate

A very common and dominant pattern in Erickson's usage of words is conversational postulate. The examples that they put forward in their book is: "Can you put your hands on your thighs?" now answer to this question will be in two forms only: yes or no. yet it is not that simple. We can see the force here-either the force of power or persuasion which bypasses resistance from others. No instructions are directly stated and make conversational postulates highly effective form of communication (whereby desired outcomes can be achieved minimizing the amount of resistance from clients).

Other types of conversations postulates as identified by Grinder and Bandler are:" no need to walk", you cannot move" etc. These examples are negative conversational postulates and positive ones can be constructed in the following manner: "You may go now" etc (Grinder & Bandler, 1975). Richard Nongard (2016) proposed few examples to clarify this concept in his work, "Can you answer the phone?" is not only a question that requires an answer in "yes", or "no", but it is in fact a command that is given to make something done but the person who has received this command will first take it a question and then will not find it appropriate to answer it negatively. Another example as he proposed was: "Can you imagine how great it

would be to drive a car?" will not only make the other person curious to know about the level of enjoyment but also will encourage him to drive a car. In order to build consensus or to get agreement for positive statement and disagreement for negative statements this NP pattern is very useful.

3.4.15 Nominalization

According to Grinder and Bandler (1975), Nominalization is a process to make nouns from the sense of verb or predicates and are closely related to lack of referential index, and aspect of deletion. It happens when deep structure words are converted into nouns in surface structure words. This transformation occurs to trigger one's model of the world which could meet his desired outcomes. Nongard (2016) related this process of nominalization to unspecified noun and verb too. The use of word "people" is indication of unspecified noun and "any" is unspecified referential index.

Moreover, it is such a process in linguistics whereby a noun is derived from either an adjective or a verb. The hidden purpose to use nominalization in language is to sound easier to others or to avoid obscurity of expressions (Sentence Clarity: Nominalizations and Subject Position). This process has been observed by NLP practitioners as changing the versions of reality. One very common word that has been used frequently about nominalization by NLP practitioners is "wheelbarrow". It is an effort to modify or adjust the concepts back into the way which makes it easy for others to understand (McKenna, 2016). So when you cannot put your words into wheelbarrow so it means you are utilizing the NLP concept of nominalizations. In simpler terms, when it is hard to define things, then we make use of this linguistic pattern. Phobia, success, relationship etc are all such words which you cannot properly define.

3.4.16 Utilization

A perfect environment may not be available to people while getting any learning experience. But what is perfect is to make use of all available resources in one's environment that could help him or her in every best possible manner. Same was proposed by Erickson while utilizing everything in his environment to put his clients into trance to pace and lead them in any favourable condition where appropriate response could be expected. Grinder and Bandler (1975) took this aspect of utilization as an effective strategy to be added to their language patterns in their renowned Milton model. When everything around the person is used to make him familiar to the environment and thus give more positive and relevant response is, in fact, utilization -

which refers to appropriate use of spoken words along with usage of available resources in our surroundings. Utilization can be seen in effectiveness of a response or outcome as a result of presenting certain stimulus to learners. A highly captivating conversation can occur between two individuals despite the environment that is too noisy or loud to communicate.

3.4.17 Embedded Commands/Questions

According to Grinder and Bandler (1975), to put commands into the form of questions to connive others do something that we want them to do is embedded command or question in NLP Milton model. Commands are not reflected via surface structures but determined via understanding the deep structures. Raising a question is a very common attribute of surface structures to convey message overtly.

The purpose of embedded commands or questions is to embed phrases with other phrases to hide the impression that we are imposing anything on others since imposition can create hurdles in achieving desired outcomes. Further, such statements usually are formed without making a request. One of the examples which Richard and Bandller (1975) presented were mentioned as follows: "I wonder whether you know that which of your hands will rise first" (p.83). The example clearly indicates the inclusion of various phrases within a sentence to make sentence look like an embedded question. The similar manner can be adopted to form embedded command. These patterns are used to distract attention, utilize the dominant atmosphere. To be brief in order to avoid authoritative behaviour and expect least resistance from others, this pattern is used since covert behaviour always provides more advantages and overt may produce more disadvantages.

Unconditional Acceptance, time orientation, and tasking are other minor or additional language patterns that have not been discussed and elaborated upon by many NLP experts and practitioners yet these have been employed in this research to relate their significance to current ELT practices. The NLP linguistic pattern of unconditional acceptance is a quite efficient source to build the level of confidence. To praise people without necessarily associating any negative remarks with their responses can yield commendable results in language pedagogy. The phrases, "good", "excellent", "yes "alright", etc. can be used copiously by people to gain their goals. Further, the presupposition of time such as during, since, before, after, etc let people create connections between experiences in time. Finally, Tasking makes people clear about

their goals and their duration. They get awareness by ordinals such as first, second, third etc.

The present research strengthens the idea that the understanding of above mentioned language patterns in NLP leads to develop understanding of teachers' discourse for effective English language pedagogy. Further NLP got a new dimension with Pishghadam et al. (2011), who established NLP scale to bring changes to language teaching practices and same scale was employed by the researcher in order to investigate and determine the factors which are given below:

- Modeling: to present something practically
- Anchoring: to make connection between senses and emotional state
- Elicitation- with the leaner
- Flexibility: avoiding rigid thoughts
- Establishing a rapport: sense of unity and harmony in the classroom
- Cognitive and emotional boosters: motivating internal state to change
- Leading- the learner
- Individual differences

Since NLP is a quite helpful approach to improve memory, increase personal potency, espouse valuable learning strategies, differentiate, and reframe barriers in educational beliefs in order to hoist self-esteem, reduce the level of fear, and increase the level of motivation (Dilts & Epstein, 1995; Thornbury, 2001). Keeping this in mind, the researcher also aimed at the end of the research to design the module for language learners which is based on the following underlying assumptions of NLP as proposed by Revell and Norman (1997):

- Mind and body are interdependent. Each impacts the other one.
- The map is not the territory.
- There is no failure.
- The map becomes the territory. That is, what you consider to be true turns out to be true.
- Be aware of what you want.
- Our required resources are within us.
- Communication is an amalgam of verbal and non-verbal behavior.
- The unconscious mind is superior.
- Communication is both conscious and unconscious.

- There is a positive intention behind all behaviors.
- The meaning of my communication is the response I receive.
- Modeling excellent behavior leads to excellence.
- Flexibility is a core component of the system.

CHAPTER 4

# ELT PRACTICES AND NLP: FINDINGS FROM THE
OBSERVATION SHEET

This chapter is based on the findings of the first research tool i.e. observation sheet used to identify and classify the English language teaching practices, in various selected institutes, with respect to Neuro Linguistic Programming (NLP) techniques. As mentioned earlier, the observation checklist was based on the NLP Milton model; thus, the data has been analyzed while exploring and explaining the various language patterns individually and specifically as proposed by Bandler and Grinder (1975) in their famous NLP Milton model. The scrupulous and meticulous analysis of the diverse language patterns used by the language teachers with their learners has further presented an insight into current English language teaching practices in Pakistani academe in relation to techniques and principles of NLP. The data has been analyzed the following way: generated codebook, retrieved Descriptive Statistics (e.g. frequencies, means, percentiles, skewness, kurtosis, Standard Deviation and Variance), generated Bar Charts for the procedure of descriptive statics, ran Cronbach's Alpha Test for measuring reliability, and ran ANOVA test (for details, see chapter 3).

4.1 Milton Model's Language Patterns in English Language Teaching Practices
4.1.1. Presupposition

A linguistic assumption or belief is taken as a presupposition in NLP and meant to derive indirect agreement from its receivers. It can be in both ways: positive and negative. In a language classroom, if positive assumptions can enhance the skills, the negative can be destructive for the already existing skills. This language pattern of Milton model was found 60% in usage.

Figure 4.1: *Presupposition Findings*
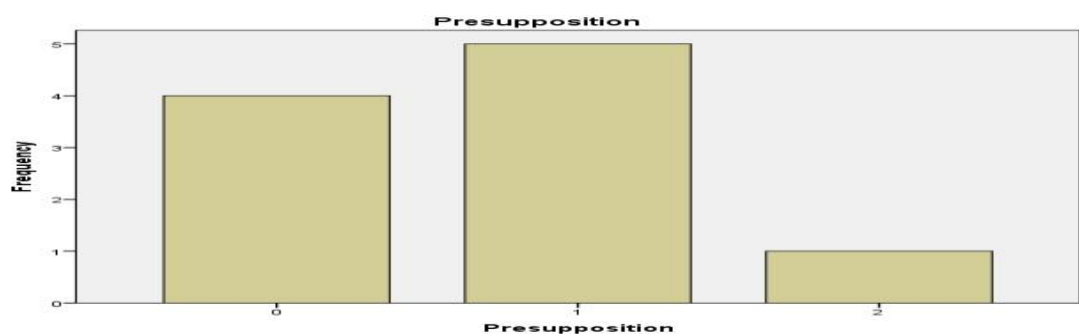
The language pattern of Presupposition was found in teachers' use at six universities: where at one university, two instances have been noticed and in remaining five there was one pattern noticed at each place. The few examples, as noticed are given below:

❖ You are students of BE, and it's about gadget. (awareness)

❖ You know this as you belong to current generation(awareness)

❖ There are very interesting examples if you give me any?(adjective)

❖ You are in a better position to explain this topic to me(adjective)

❖ You can do it very well (adverbs)

❖ You all have been studying these things for long.(time)

❖ You are able to do it now(time)

The usage of presupposition of "awareness" has been noticed to a great extent in observed language teaching practices. It is used in order to relate the ongoing learning process to students' field of study to indirectly lead them to think in a direction that is required. In fact, providing students with a specification or direction is crucial to make them aware of their learning outcomes.

The second kind of presupposition as found very often in teachers' utterances was that of time. Time demands the current occurrence of actions or necessity of actions to be taken in a classroom in two ways: either to urge the learners to perform the action or to make them realize that contents under discussion are already known to them.

The third kind to be found massively in teaching practices, was related to "adjective and adverbs", which refers to the usage of such words which let the learners think in a specific direction like" interesting" and "better".

These various kinds are efficient for pacing and leading in a classroom. If language teachers, pace and lead, then there are many chances to establish rapport with language learners. The indirect source of power can be exercised upon minds of language learners via the usage of presuppositions.

4.1.2. Mind read

The conscious mind hears the statement and sends it to the unconscious mind which gets into trance and thinking process starts. The unconscious mind has got the potential to make any impossible to be possible. This language pattern is meant to be used in the conversation to get desired results in others' conversation or behaviour.

The conscious mind is, in fact, forced to think about what has been said to it, and then sends directions to the unconscious mind. This way, unconscious mind is manipulated to work in a specific direction. Further, it is a very effective strategy in order to remove resistance from the people that usually occurs as a result of lack of rapport. It was found to be 20% in its occurrence only by the language teachers. The following figure reveals that this pattern was noticed three times at one university and two times at another university. Teachers at remaining eight universities were not observed to use this pattern.

Figure 4.2: *Mind Read Findings*
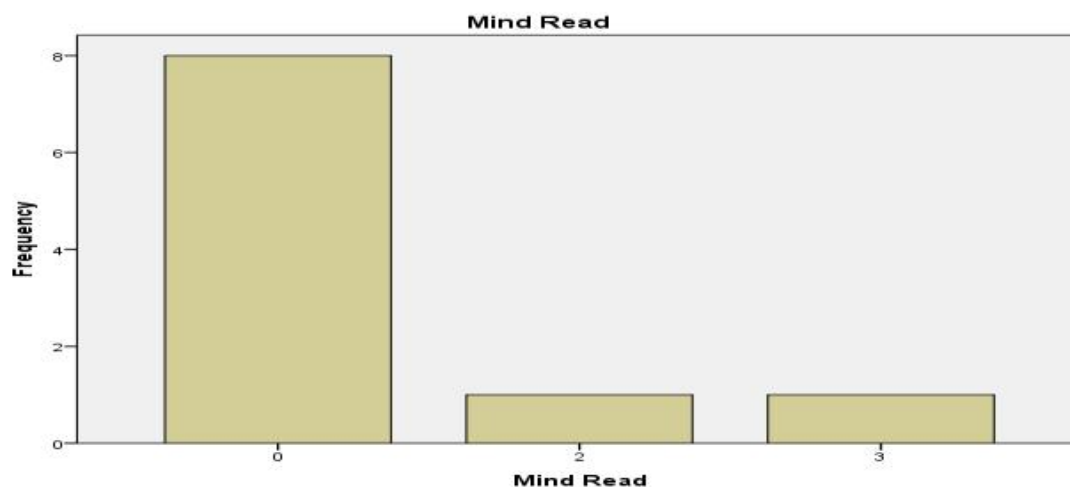
The very few examples, as found are given below, where the teachers assume or pretend to be aware of students' unconscious mind while targeting their conscious behaviour:

- ❖ I know you can do it well.
- ❖ What idea do you get when you hear the word "imperative"; share your ideas as I know there are many coming to your mind right now
- ❖ You can speak very well on this topic, just give it a try.
- ❖ You are now thinking about how to answer effectively and accurately but any answer will work.
- ❖ You know about friendship and qualities of a good friend.

Nobody can have any direct access to others' state of mind. It is only to pretend that one has for some reasons. Language teachers may do so for the following three major reasons:

- ❖ to establish rapport with their learners
- ❖ to make the learning process easier

❖ to intrinsically motivate the learners

4.1.3. Lost Performative

According to the renowned NLP trainer, Beardsell (2019), the phrase, lost performative, is a combination of the two words: lost and performative, implies that something has been lost and that lost entity is a performer. The lost performative sentence has a value judgement and that value judgement is often positive to bring about positive state. The sentences with lost performative usually start with "it is or it's" whereby it is not mentioned or made clear that who has said whatever is mentioned. Sometimes we find the sentences like "that's right" where it is not told that who said that it is right? In fact, in case of use of lost performative, suggestions and recommendations are proposed to the unconscious mind where they are accepted readily and welcomed promptly.

When language teachers notice inappropriate behaviour patterns in their learners (which are a hurdle for an effective pedagogy) then they may use these vague and obscure language patterns for better outcomes. Its usage was noticed 40% only.

Figure 4.3: *Lost Performative Findings*
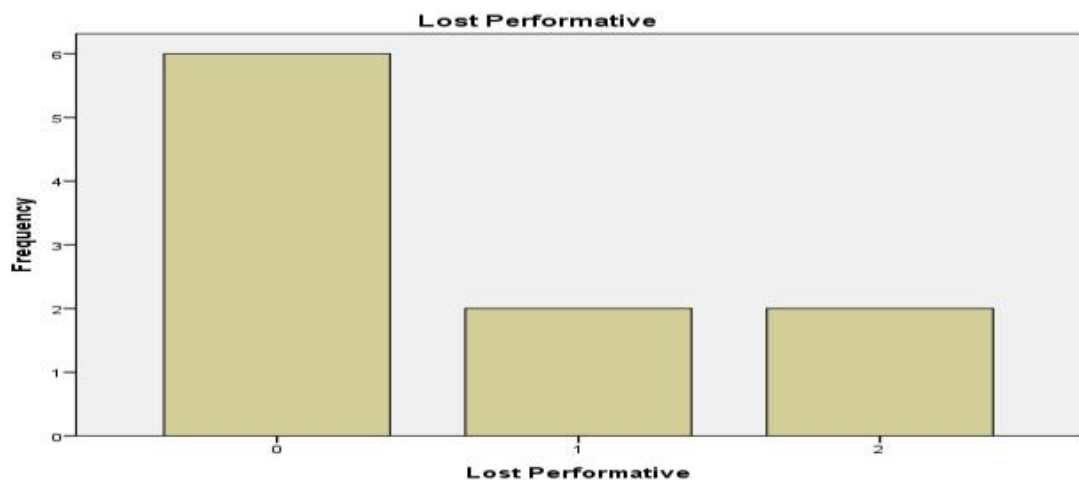
The above figure shows that zero instances have been observed at six universities in language teaching classes whereas at other four universities, two teachers used the pattern twice and other two used once only. We can see the following instances:

❖ It's quite good to have a look at this.

❖ It is nice when your font is large.

❖ Reading is a good habit to grasp certain ideas.

❖ It is said we learn more when we practice more.

❖ It is always a good idea to do this way

❖ It is a known fact that writing must be good

The deleted performers of the utterances aim at instigating positive change in language learners. While omitting the performer of utterances, the teachers aim at either to make their sentences absolute truths or unbiased values. However they lead to acceptance from their listeners with vagueness of linguistic expression.

4.1.4. Cause and Effect

Gerunds are a very useful way to make Cause and Effect sentences inspiring and motivating for others. Any sentences that include "ing" containing words are a clear indication of cause and effect relationship sentences. The other common words to use this strategy are -makes, creates, cause, triggers etc. (Wingett, 2009) . Yet it is not necessary that only words with such inclusion can come in cause and effect pattern. There are some other combinations too which present the strong relation of reasons and results as we can see in the following examples that we observed from teaching practices.

This pattern was noticed to be 40% in its occurrence only (See the examples following the table below). Zero instances have been observed at language classes in six universities. Four university teachers utilized this pattern once only in their discourse.

Figure 4.4: *Cause and Effect findings*
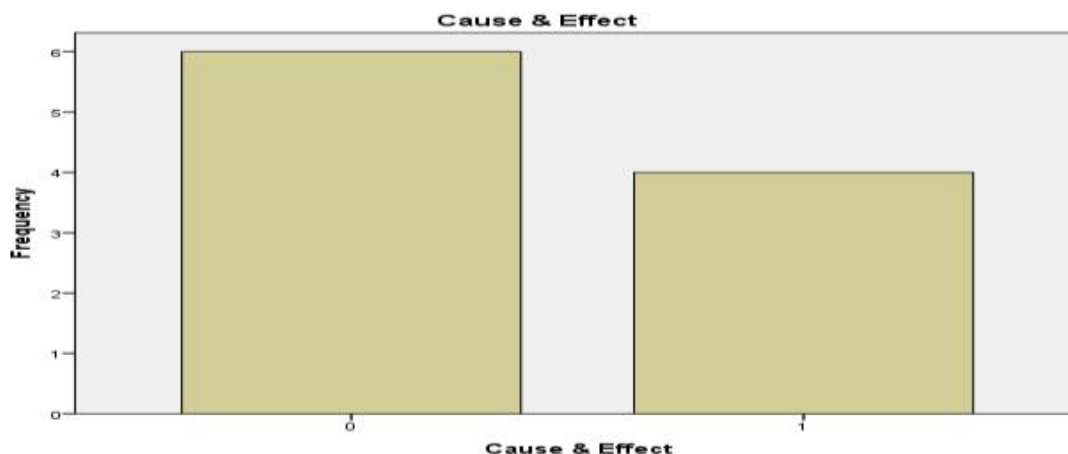
❖ If font size is small, you cannot convey message properly.

❖ I cannot guarantee your success in exams if you don't pay attention to lectures in the class.

In the first sentence, small font size is considered a problem to convey the message to others. In the second example, success was emphasized as such an entity that cannot

be guaranteed in the absence of attention. The use of conditional in these sentences is another way to mingle cause and effect relation.

❖ Reading extensively is effective for language learning

Effective language learning is a result of reading extensively. The use of gerund "reading" in this sentence is combined with the adverb to put emphasis on effective language learning.

❖ The more you read, the more you get

The existence of one phenomenon such as "to read" lead to an existence of another phenomenon such "to get". In this example, "to get" is the result and "to read" is the reason "to get".

In fact, cause reflects results whereas effects are the reasons. The above mentioned examples depicting reasons and results first pace and then lead to positive outcome. Further, to inculcate responsibility, it is crucial to inculcate first a cause and effect pattern. To know the outcome is the fundamental principle of NLP and this language patterns reveals the outcome as a motivational factor.

4.1.5. Universal quantifier

When generalization occurs with the lack of a referential index then phenomenon of universal quantifier comes into practice. The usage of the words: all, everyone, no one etc, does not specify any individual and hence does not influence or attack anybody personally. Its usage can be effective to give general remarks without inculcating negative emotions or feelings. This language pattern was employed 40% by the teachers; at four language teaching classes where two have used it twice and other two have used it once only.

Figure 4.5: *Universal Quantifier Findings*
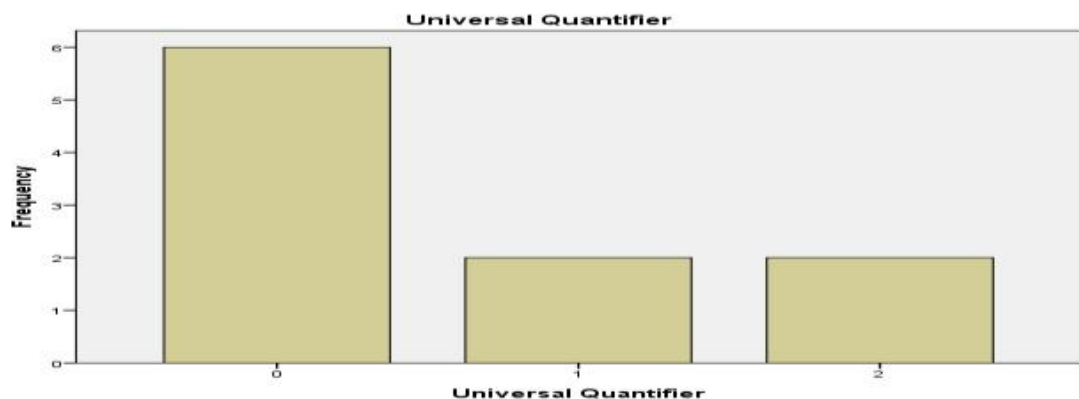
Observe the following examples:

❖ Together you all should agree or disagree.

❖ You can all do it.

❖ I want all to have a look.

❖ It is significant for all of you.

❖ No one should look around now and pay attention to whatever I am saying.

❖ You all will give me answers now one by one no matter right or wrong but respond.

All the above mentioned linguistic presuppositions are only assumed to be plausible to get desired results and not necessarily believed to be true by the teachers. Moreover, such use of words by teachers gives an understanding of the concept of presupposition of possibility, impossibility and necessity since all the utterance either restrict any action to be taken or pay emphasis on the occurrence of any actions.

4.1.6. Modal operator

Modals are combined with lack of referential index in most of the cases to get desired results. There are high level generalizations where nobody is pointed out specifically. We can observe the humanistic philosophy via the usage of modal operators along with no particular references made. Only stressful motivational states are constructed that can facilitate the learning process. Also, on the other hand, its usage motivates students to use their prior knowledge. At other times, the use of modals is linked to the ordinal presupposition that refers to order of the actions revealed by the teacher to make students understand the overall learning process so as to draw a clear picture of their learning outcomes.

This language patterns is the most commonly used language patterns among all the others. This language pattern in all teachers' discourse at all the observed language classes. All language teachers used this pattern once with their students and one teacher used it twice. The given examples illustrate the usage effectively. Figure 4.6: *Modal Operators Findings*
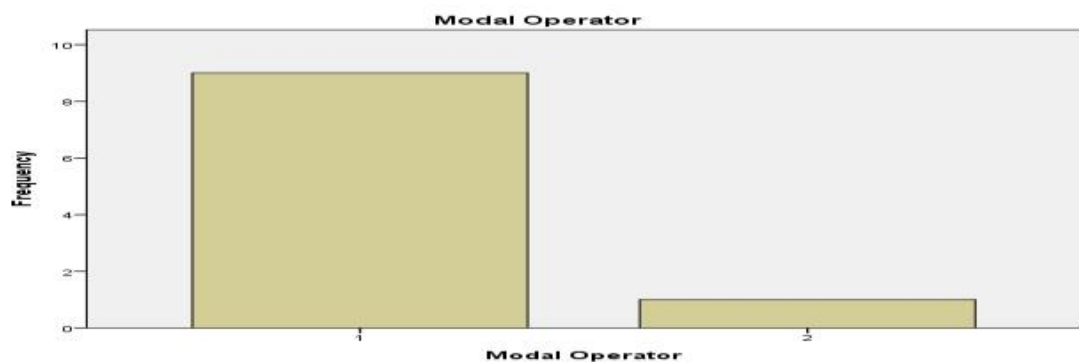
Primarily, they are used to put emphasis, in most of the cases. The following examples were noted from the teachers' discourse:

- ❖ Someone else should tell me

No reference was made but the answer from a less engaged learner is expected indirectly.

- ❖ Every one now should talk about it

Though no reference has been given yet everyone has been expected to engage in the learning process.

- ❖ You must do it

It is a self-imposed sentence which further imposes restrictions and leaves no choice with others.

- ❖ You can do it.

This sentence displaying the presupposition of ability helps people reveal their hidden potential which they have not yet explored but exists inside them.

- ❖ You ought to deal with many situations in daily life which are like this one. This structure depicts motivation with the help of comparative deletion and presupposition of possibility

- ❖ You know about "phrase" which is also part of your work sheet so you should be able to solve it.
- ❖ You all know about "friendship" so you should suggest to me certain words related to it.
- ❖ You know we should listen to each other.
- ❖ First we will talk about "phrase" and then we will move to "clause" so that you come to know better about this (ordinals).

Mind read along with embedded command was used in both the above mentioned sentences to suggest the strength or ability of doing a certain task. Yet in the fourth construction, sequential order was also employed to convey the message effectively.

- ❖ No one should look around now.
- ❖ We must now talk about clauses.

In these examples, no choice is given in the broader frame of apparently two choices. We can also see how double bind is intermingled with modals of suggestion over here.

In short, for implementation of decisions and accomplishment of tasks, modals have got significant role to play in a classroom environment.

4.1.7. Unspecified Verb

The purpose of unspecified verb is to talk about the existence of any problem only, but not about the aspect "how". It has few occurrences in language teachers' speech patterns only as observed in this study. Its usage was counted 20% only with the following examples where a problem was brought into consideration of the learners but not explained to them. Eight language teachers did not use this pattern at all with their learners. Only two language teachers exploited it once only.

Figure 4.7: *Unspecified Verb Findings*
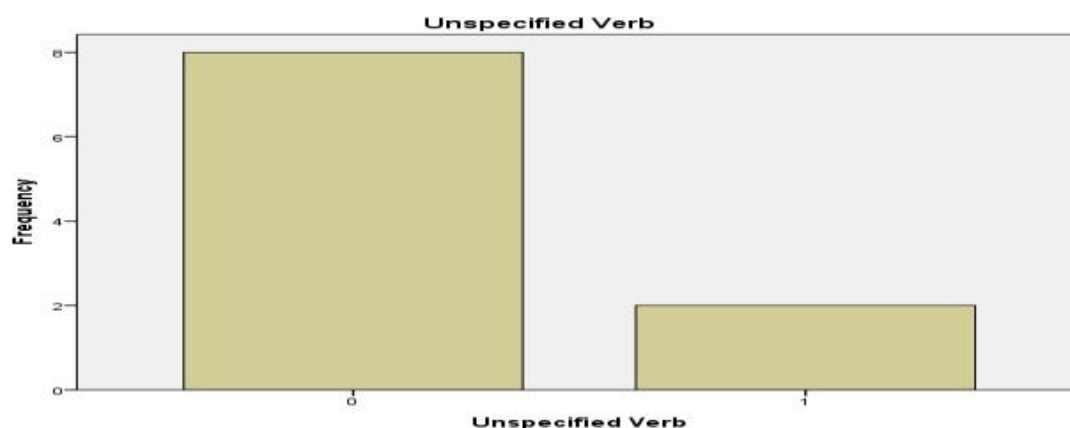
❖ You may be intelligent but not wise. Some are intelligent but not wise.

How being intelligent is different from being wise- has not been explained.

❖ It is good to have a look at this point.

How it is good- has not been elaborated upon.

It can be observed from the above mentioned instances that when one says "he did it", the verb "did" is mentioned but the aspect "how" has not been revealed. Such instances are usually the part of intrinsic motivation strategy where the emphasis is placed on taking action forgetting all problems while achieving the goals. The focal point is an action and not the process of the action. In other words, unspecified verb does not completely explain the function of a verb but simply makes reference to it within a sentence. In fact it deals with vague function of a verb.

According to Harrison, when the missing information is intended from the client then this linguistic tool can be quite helpful. When we use this pattern then our aim is not to learn the process of an action but the action and also not to specify the ongoing action but the action. In NLP we see the bigger picture and we ignore the small frames which we can confront. Here comes the function of an unspecified verb where you pay attention to the occurrence of an action and overlook the process of that occurrence.

We can also say that for the basic principles of NLP: deletion, distortion, and generalization, we skip certain parts or we distort them to manipulate them for achieving certain goals (Harrison, 2009).

To be brief, Pace and lead is the right word for this strategy that we often use to get desired results. First we pace with the help of appropriate context in which we make utterances. The right verb uttered under right circumstances as we saw in the above mentioned example, "you can", may help us achieve desired results quickly. Then we lead the person following his or her eye cues, body movements, and the preferred representation system.

4.1.8. Tag question

Tag questions are a noteworthy feature of language. This pattern may yield valuable results, if employed in a language class. This pattern was used 20% only by the language teachers in the following found ways. For details we can see Figure 4.8 below which reveals that eight English language teachers did not use this pattern and two used it once only:

Figure 4.8: *Tag Question Findings*
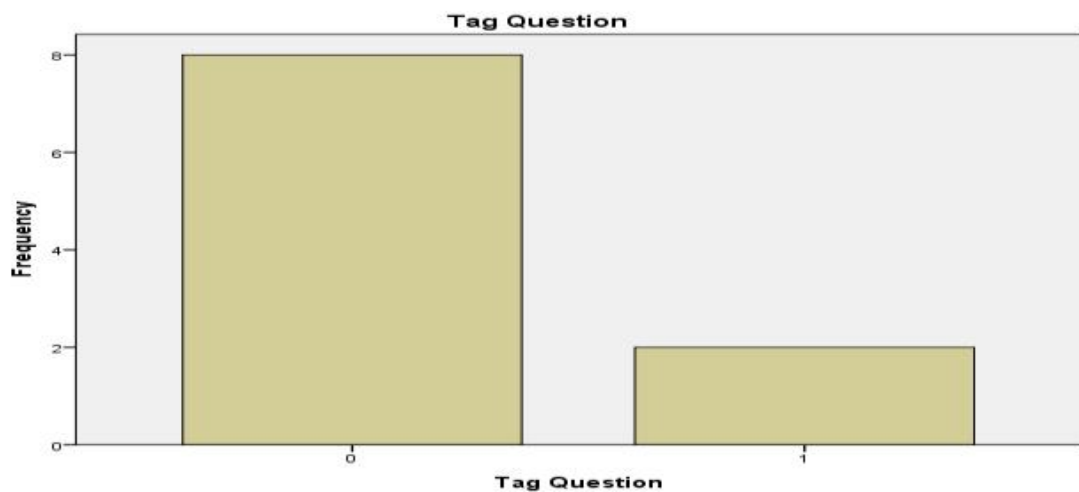
- ❖ Gentleman! Would you like to speak? Wouldn't you?
- ❖ You got it, didn't you?

The first example is to insert pressure indirectly on the learners to make them speak (while not being authoritative). The second instance is meant to develop understanding regarding progress of the learners - the only underlying intention is to be assured of learners' progress. This language tool with regard to the examples as we have discussed above possesses so many valuable features and characteristics which create pathways for an effective learning process and efficient teaching practices. There are

diverse remunerations of question tags for ESL learners if they are added to ELT practices. For instance, if teachers use the following sentences frequently,

- ❖ You know this, don't you?
- ❖ It is interesting and exciting, isn't it?
- ❖ It is easy, isn't it?
- ❖ It is not tough, is that?
- ❖ It is not that much problematic, is that?
- ❖ We can take it like this, can't we?

they can get the following improvements in their learners' abilities:

- ❖ They can be engaged in any kind of topic under discussion in a classroom easily.
- ❖ They can have high self-esteem where their opinions are given value.
- ❖ They can develop confidence to ask questions as a response.
- ❖ They can be active learners.
- ❖ They can deepen the understanding regarding a topic.
- ❖ They perceive the classroom as a comfort zone where their position as an individual is not challenged rather taken into consideration and appreciated.

Hence question tags are crucial aspect of English language teaching practices particularly in the context of Pakistani public sector education system where teachers are perceived as authoritative figures who do not let the learners become autonomous entities. Though tag questions can make students confident leaving yes or no options for them to initiate the conversation, yet in case of boring topic they can also develop interest (Lawson, 2019).

4.1.9. Lack of referential index

In a language classroom, this strategy can be very productive to motivate learners without making direct reference to them. Few teachers employed this pattern too often and overall it was found 100% by language teachers in their classroom discourse. The following bar chart exposes its usage by all the teachers while interacting with their learners. Three language teachers used it thrice; three others used it twice; and four used this pattern once only:

Figure 4.9: *Lack of Referential Index Findings*
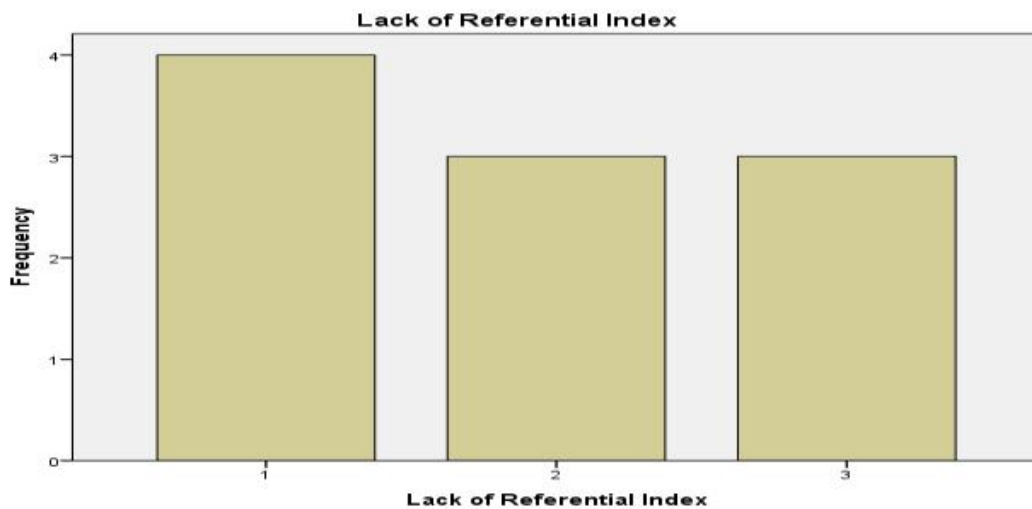
The interesting and motivating examples as found are given below:

- ❖ Someone else should tell me.
- ❖ Every one now should talk about it.
- ❖ Have you all done this?
- ❖ Together you all should agree or disagree.
- ❖ You can all do it.
- ❖ I want all to have a look.
- ❖ What might be things positive or negative?(What is not giving reference to any entity pointed out by anybody so can be taken as lack of referential index)
- ❖ No one should look around now and pay attention to whatever I am saying.
- ❖ You all will give me answers now one by one no matter right or wrong but respond.
- ❖ You all know about "friendship" so you should suggest to me certain words related to it.
- ❖ We should have some discussion now on this topic.
- ❖ Effective communication skills should be important for all of us.
- ❖ You know we should listen to each other.
- ❖ First, we will talk about "phrase" and then we will move to "clause" so that you come to know better about this (ordinals).
- ❖ We should do types of sentences or do you have any questions?
- ❖ We must now talk about clauses.
- ❖ It is good to have a look at this point.

❖ You may be intelligent but not wise. Some are intelligent but not wise.

Sentences with lack of referential index make use of global words which are highly generalized in nature. Usually their usage is amalgamated with the use of modal operators in language. When conscious mind is confused regarding the unknown reference then unconscious mind can absorb a variety of possibilities to work upon. The unconscious mind does not interpret or process the negatives in NLP philosophy. Moreover, we can see that sentences making use of lack of referential index also make use of mind read and modal operators. It is very common that NLP patterns sometimes overlap.

According to Matthew Barnett, renowned NLP coach and trainer, the unconscious mind first processes the positive which then moves to negative. We must have noticed in our surroundings that there are people who quickly get along with others via their meaningful and positive interaction and can convince others so logically that others do not even get the realization of being convinced. This is the outcome of a positive interaction. The interesting element is the way we know how to build rapport, we also know how to get rid of conversation when it gets longer but again in a very positive and inspiring manner that leaves a good impression on others. This way conscious resistance by people to disagree with you is reduced and can help to achieve positive outcomes. What could be the possible advantages of its use in a classroom interaction are:

❖ To not get biased while dealing with learners of various potentials

❖ Not to hurt feelings of any learners as high affective filter could be a hurdle in effective learning process.

❖ Rapport-a significant technique in NLP is about developing an inspiring and motivating interaction with others via the processes of mirroring and matching as we already discussed earlier in review of the literature, is established with the help of positive responses to the language learners' answers.

❖ Giving an impression of being alike with someone swiftly makes other person closer to you emotionally and intellectually.

❖ To give reference to people directly may result in face threatening situations at times. People may not be open to reveal what they exactly think about. Talking to them, in general ways can produce desired results. "People can change" is more appropriate to say then "you are changed".

4.1.10. Comparative Deletion

Atkari (2018) believes that direct suggestions may not lead us to positive outcomes. It is an undeniable fact that when information is received by conscious mind and passed on to unconscious mind then unconscious mind poses certain questions to the information perceived by conscious mind to find their relevant answers. This way an access to internal representation system may be gained by NLP users. But unfortunately we did not see any examples from the teachers' discourse as the following bar chart reveals no instances observed at any university: Figure 4.10: *Comparative Deletion Findings*
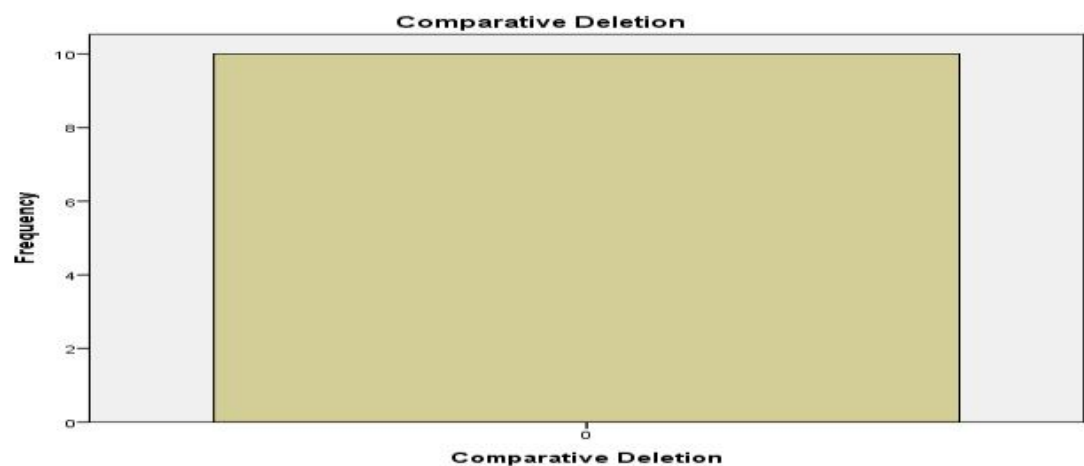
It is crucial to note down that the direct comparison cannot lead to positive results in most of the cases. For example if teacher says, "reading is better than writing." Students may consider writing for granted but only saying that "reading is better." will have positive results. However, the indirect comparison can be a source of an immense motivation. To say," You can do better than anybody else", does not include anyone in the discussion but the comparison is drawn. In this context, we can see that comparative deletion aims at deleting one major source to focus on another aspect and this way it is related to lack of referential index where no reference has been drawn keeping in mind the self-esteem of persons involved in communication. Moreover, unspecified verb is indicated in the usage of "it is better" as "how it is better" has not been specified. Also, this sentence is a depiction of lost performative where it is not mentioned that who said that it is better.

4.1.11. Extended Quote

Extended quote is a form of NLP nested loops where intention is to bypass the conscious mind to reach unconscious. It is an incredible technique to make our story compelling for others. The use of the term "Zeigarnik effect" from psychology where

many stories in a row are told and nothing is brought to an end but all are left one way or another in the middle to arouse curiosity and the end is discussed taking a start from the last mentioned story in order to create confusions for the conscious mind. Many things which are hard to say otherwise can be incorporated in such a way that they become acceptable for people (Harper, 2011).

To be brief, the pattern of extended quotes is meant to explore those hidden weaknesses which cannot be explored via simple usage of words. They relate to narrative aspect of language teaching where many things are narrated with the intent to explain any aspects in an interesting manner. Then the concepts are more likely to be grasped unconsciously, rather than forced to be memorized. This language pattern can be understood by the following example:

❖ Once I asked my one colleague who is expert in convincing others and she told me that while interacting with others I remember communication is an art that tactful people must learn.

This instance reveals the basic quote of considering communication an art as embedded within a suggestion that one must learn. However this language pattern was not observed in any instances by any teachers as the following figure presents zero instances observed at all the language classes at various universities: Figure 4.11: *Extended Quote Findings*

4.1.12. Pace current experience

Grinder and Bandler (1975), considered Erickson strategy to pace current experience with his clients as a very useful tool to not let the attention of his clients' mind diverted. This pattern too fulfills the criteria of Milton Model that involves pacing and leading along with seeking unconscious mind. Moreover according to Gaye O' Brien, experienced teachers use more descriptive words which lead learners in a positive direction as compared to new teachers who seem to be focused more on the

content due to their early confusion levels regarding clarity of the content (Brien, 2012). According to NLP coach, Ellerton, (2005), to relate something to the recent situations may be quite helpful, if the purpose is to bring the listeners to one focussed agenda. It is again a very useful linguistic tool to pace and lead the clients and not to let their attention diverted from an assigned topic or on-going discussions. It was observed 100% in usage by the language teachers and few teachers used it too often as it can be seen below in figure 4.12. All language teachers used this pattern: one used it thrice, two used it twice and all others used it once in their interaction with learners. Figure 4.12: *Pace Current Experience Findings*

Pace Current Experience
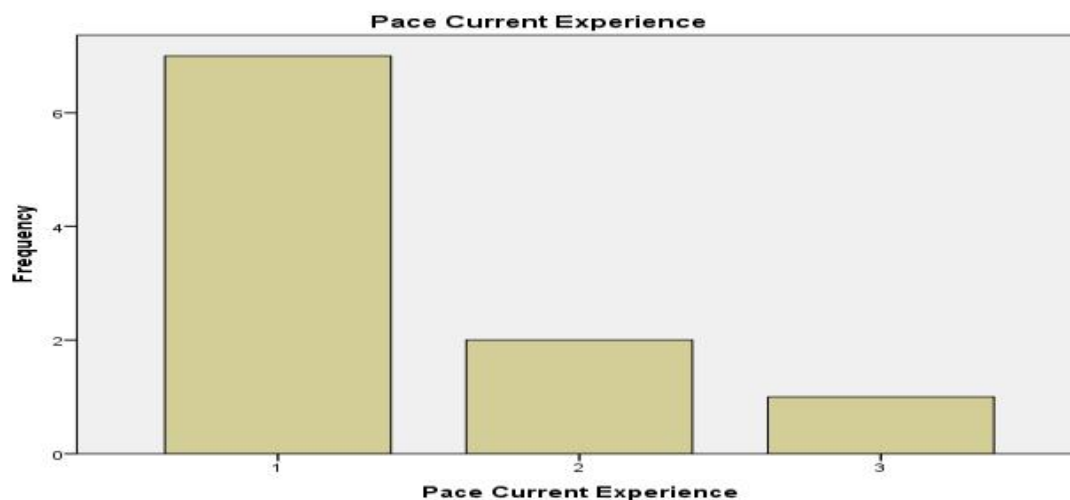
- ❖ You are now on clauses.
- ❖ Go to the beginning of this page where you can see the difference?
- ❖ You are on this page.
- ❖ You are reading this manual.
- ❖ As you can see here on the board.
- ❖ Now look around and tell.
- ❖ We have now reached to conclusion of our discussion.
- ❖ As you are listening to me right now, several questions can come to your mind.
- ❖ As I have written this example on the board.
- ❖ Right now I am speaking and you are listening to me so it is a two way process going on.
- ❖ You can now see types of phrases as I have written on the board
- ❖ It does not convey complete sense as you can see with the help of these examples
- ❖ More on the type of phrases now on the board

❖ You can see your mobile phones and think about technology.

The above mentioned examples as noted down from teachers' classroom discourse can reveal the following facts:

❖ Learners have been asked to pay attention to a specific agenda.

❖ Efforts have been made to grasp their attention for active participation.

❖ They have been motivated to use their senses/representation systems.

❖ They have been forced involving their critical faculty unconsciously.

❖ The usage of the words "around", "right now" etc makes the ongoing conversations verifiable that can be consulted upon or referred to as they exist in learners' surrounding. This way pacing current experience make sits link to utilization, another NLP pattern that is linked to the usage to things around.

❖ Statements of pacing current experience are self-evident and obvious.

❖ They are undeniable.

❖ They become acceptable for people unconsciously.

❖ They directly link our unconscious mind.

❖ They let us to be focused on current situations.

4.1.13. Double bind

To give options in the wider context in such a manner that you are not giving options at all- is a very constructive strategy. Milton could never ask his clients not to tell the truth, for their psychological growth, but tried to give them options in the background of: "now" and later" (where answer is required but could be on urgent basis or after some time). According to Jones (2008), giving choices, seems like giving freedom but essentially it is only awakening the unconscious mind to grasp its intention. Now how to awake the unconscious mind is another question. The answer is- first as a teacher establishing rapport has a crucial role along with the usage of matching and mirroring, then pacing and leading may be effective for getting through something. This way we do not get questions from conscious mind rather we stay connected to an unconscious mind which has accepted our authority as a teacher in our learners' unconscious state. To be brief, this linguistic pattern aims at reducing resistance for encouraging learners to make an agreement with their teachers in order to get their desired learning outcomes. This language pattern, as observed of mammoth significance in Milton's speech by Grinder and Bandler, but was found 0% in usage

by the language teachers: the figure below demonstrates that no instances were observed at any language class:

Figure 4.13: *Double Bind Findings*
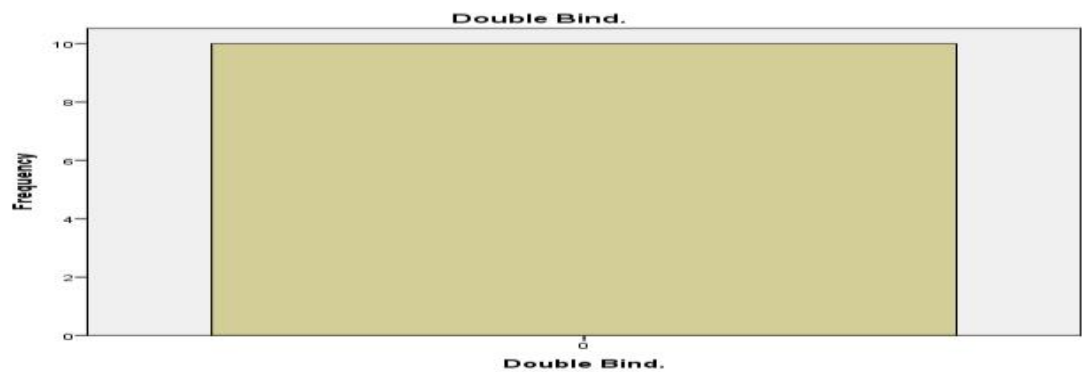
4.1.14. Conversational Postulate

Conversation is a two way process where equal correspondence is required for its being effectual in nature. Such sentences have authority within them but that is not directly imposed upon others yet indirectly and implicitly implied. John Austin Langshaw(1975), a British Philosopher, was the first linguist who proposed the idea of doing things with words. All communication we have is meant for going through certain actions since the theory of language is meant for taking actions. Every utterance seems to have a specific intention towards its listener that may be different from its literal meanings. A locutionary act is the act of saying, illocutionary is the force as intended to be conveyed and Per-locutionary is the consequence of saying something on the listener. All these three speech acts are intertwined. The same terminology might be noticed with this linguistic tool of Conversational postulate in NLP.

This pattern was employed 100% by the language teachers. One instance has been observed at all language classes as shown in the figure 4.14 below: Figure 4.14: *Conversational Postulate Findings*

The following examples are a clear indication:

- ❖ Do you find any relevance?
- ❖ Would you like to begin?
- ❖ Would you like to brainstorm?
- ❖ Do you get this point?
- ❖ What's going to be a verb in this sentence?
- ❖ Shall I explain more?
- ❖ Is it understandable?
- ❖ Any idea?
- ❖ What examples come to your mind?
- ❖ Don't you think so?

This pattern was found in discourse of English language teachers at all institutions. So its existence can be generalized by language teachers in general. The use of Conversational postulate in NLP and ELT relation is similar somehow to the usage of question tags as we can see in the last mentioned example. Further it can be seen that the utterances by the teachers are not only the words but actions or indication of an action that can influence the learner to move in a certain direction. The example," Would you like to brainstorm?" is not to know the desire of the students yet to indirectly force them to brainstorm. In this situation the purpose is not to get the answer in "No". The utterance: "What examples come to your mind?" is also meant to take appropriate examples from the students and not only to let them think about it. To be brief, the utterances are more than the apparent surface meaning instead they have some deep meaning.

The above mentioned examples reveal the following aspects:

- ❖ Elicitation of a certain response
- ❖ Understanding of a specific behaviour
- ❖ Motivation to inculcate certain behaviour
- ❖ Strategy to encourage learners to probe deeply to understand few specific aspects
- ❖ A pathway to open ended as well as close ended discussion/responses
- ❖ To get an agreement/disagreement
- ❖ To establish rapport with the learners
- ❖ To pace and lead in an appropriate context

4.1.15. Nominalization

To make a noun from any vague concept, to bring clarity to thoughts, is important for various significant reasons. Learning is another such aspect where things can be made clear, if their context is changed (to the extent where no ambiguity is left). For instance, to use any abstract noun in a clear form to make it more understandable such as, "you are happy when you feel good". Now the question arises that "Is there any extent to which we can measure what is good? But by using such words we can hold others mind to make them understand what is otherwise difficult to be understood. To distort a reality (to make it obscure)so to let the mind diverted- is a very useful technique to put people into trance and language teaching can be a very tedious practice if such strategy is not employed by language teachers in a classroom since teaching grammatical concepts is often found to be mind-numbing lessons for learners (Smith, 2016).

This pattern was used 20% by the language teachers: there are eight English language teachers who did not utilize this pattern at all, whereas two employed this language pattern (one used twice and one used it once only) as shown in the following figure:

Figure 4.15: *Nominalization Findings*
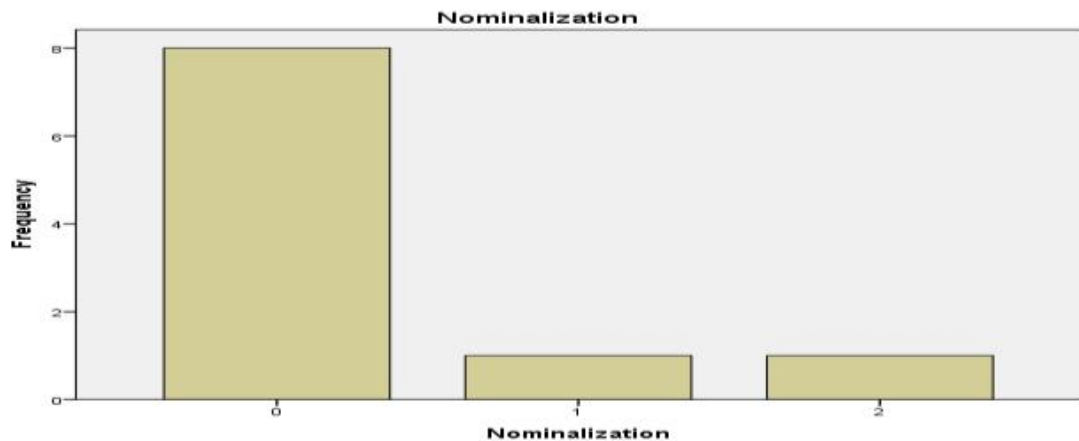
- ❖ To be trustworthy is to have trust from people.
- ❖ What is your understanding regarding this topic?
- ❖ What is your learning?

All the nominalizations are immeasurable. If noun is not tangible, it is not considered to be a nominalization. The first word is defined the way back into the process of its actual existence. In the second and third examples, the word "understanding" and "learning" are taken as abstract nouns which can lead people

think in accordance with their perceptions. Thinking, explaining, being intelligent and wise, practice, success, communication, and patience are all immeasurable and abstract so can be termed as nominalizations.

Nominalizations can, limit the thinking processes and can adjust them in certain directions to make them sound easier for their better understanding. What is noticeable in the above examples are the following aspects:

- ❖ Defining things in the possible easiest way
- ❖ Attacking the subconscious mind where actual learning process takes place
- ❖ Evaluating the progress level of students
- ❖ Giving students a chance to throw light on their achieved outcomes so that teachers can relate them to their teaching outcomes
- ❖ Intention to summarizing the whole learning process to see if students have got desired outcomes

Now if this language patterns is missing, the above mentioned aspects may also be found missing from teaching practices.

4.1.16. Utilization

More appropriately, it can be said that utilization depends on establishing rapport with your learners, the more you establish rapport, the more you make use of utilization, and you get desired outcomes as language teachers (Alder, 2002).

Language teachers were noticed to follow this pattern 100% in this study. The following figure suggests its usage effectively by all the language teachers at various universities.

Figure 4.16: *Utilization Findings*
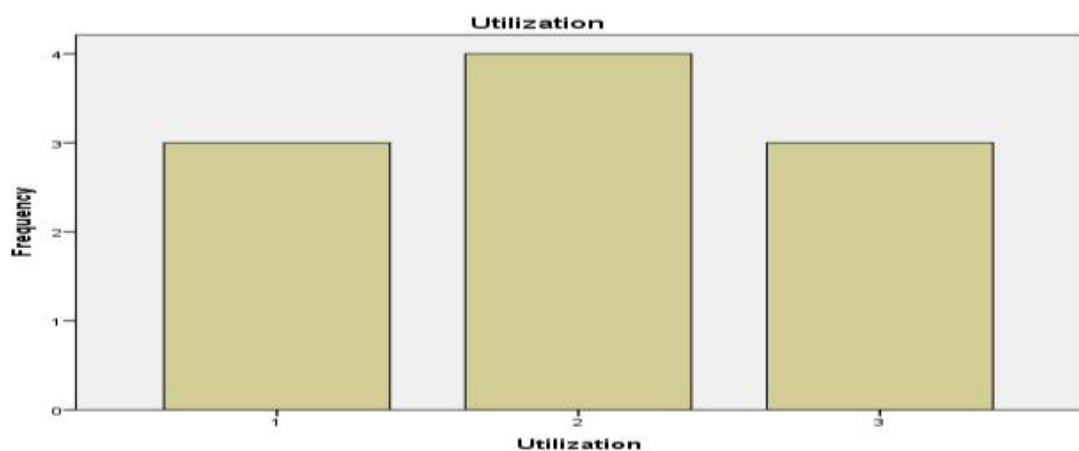
- ❖ More on the type of phrases now on the board
- ❖ You can see your mobile phones and think about technology.

- ❖ Look around and tell
- ❖ What can you see around?
- ❖ I can take Tehreem's opinion as an example of intercultural communication as you can see on this page.
- ❖ You are reading this manual.
- ❖ As you can see here on the board.
- ❖ Now look around and tell.
- ❖ On this page.
- ❖ As I have written this example on the board.
- ❖ You can now see types as I have written on the board
- ❖ It does not convey complete sense as you can see with the help of these examples.

Utilization can also be a source to attain, endorse, and build up rapport. The above mentioned examples effectively illustrate the utilization of spoken words along with utilization of all available resources in learners' surroundings. The examples tend to attack unconscious mind to not let the attention diverted from the topic, pace and lead the learners, establishing rapport with learners, providing them with appropriate stimulus and getting response, as illustrated by NLP experts while signifying the use of NLP Milton model.

4.1.17. Embedded Commands/ Questions

Though giving suggestions and advice is an integral aspect of language teaching, yet the direct suggestions and advice do not work properly as compared to the indirect ones. Direct ways to ask questions may often be a source to embarrass some students about their drawbacks and weaknesses but indirect ways can convey every suggestion appropriately. Moreover, language teaching instructions work better when their context is elaborated by teachers. Expanding the context of conversation so as to embed commands- is meant to grab conscious mind.

According to an eminent NLP coach Matthew Barnett, a larger context is- at times the requirement to get accomplished the tasks appropriately. Posing one thing with reference to another, relating one aspect with another to bring clarity, and to make connections with reasons in order to get the things done or the questions answered- is a very constructive strategy. Same is the function of embedded commands/questions in NLP Milton model.

This pattern was used 60% by the language teachers as found in this study. For details see figure 4.17 below which reflects its usage in the following manner: zero instances by four teachers, one utilized it twice, and five exploited this pattern once only:

Figure 4.17: *Embedded Commands Findings*
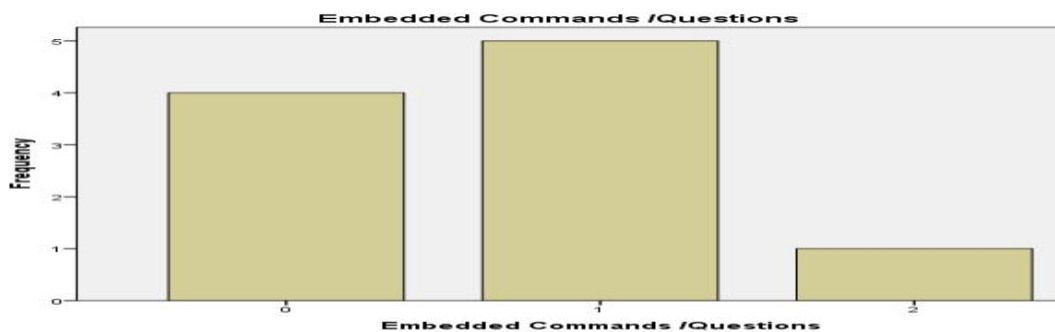
❖ What do you think that how phrases and clauses are different form sentences?

❖ What idea do you get when you hear the word imperative?

❖ You gave me the word bearable as a quality of a friend so now what about tolerable?

❖ If I say he is very loyal to me then what comes to your mind regarding the idea of loyalty?

❖ Go to the beginning of this page where you can see the difference so are there any differences that we can observe?

❖ What do you mean by directives in messages, will it start from directions of news or anything like that?

The above noted few examples have embedded questions with students' views which may motivate students to not get confused for the appropriate and succinct answers. They may encourage learners to express their viewpoint while staying away from all possible fears of being wrong. This method may give an opportunity to teachers to get more answers from their learners and they also can acquire the active participation of all language learners. Yet it is very important not to be overbearing for language learners as they will reject all instructions (considering them boring and dull). Undoubtedly sometimes direct questions work better than the indirect ones as we noticed in case of tag questions since tag questions are not authoritative in nature. The basic element is not to impose but to stay patient. Being patient and subtle may be a key to success for language teachers.

4.1.18. Unconditional Acceptance

What if language learners are valued for their feedback despite the fact the feedback is right or wrong? Unconditional acceptance is the terminology that refers to appreciate any kind of response or feedback from the students. The opposing situation where only positive feedback is appreciated may lead to negative feelings particularly of embarrassment and uncertainty which may further high the affective filter of learners and makes learning process hard-hitting and unproductive (Lehman, 2014).

This language pattern was found 80% in usage by language teachers in the following way: three language teachers used it twice, one used it four times, two dealt with this pattern five times (that is the more used number till now among all language patterns), two did not use this pattern, one was noticed using it thrice, and one used it once only as the following figure depicts:

Figure 4.18: *Unconditional Acceptance Findings*
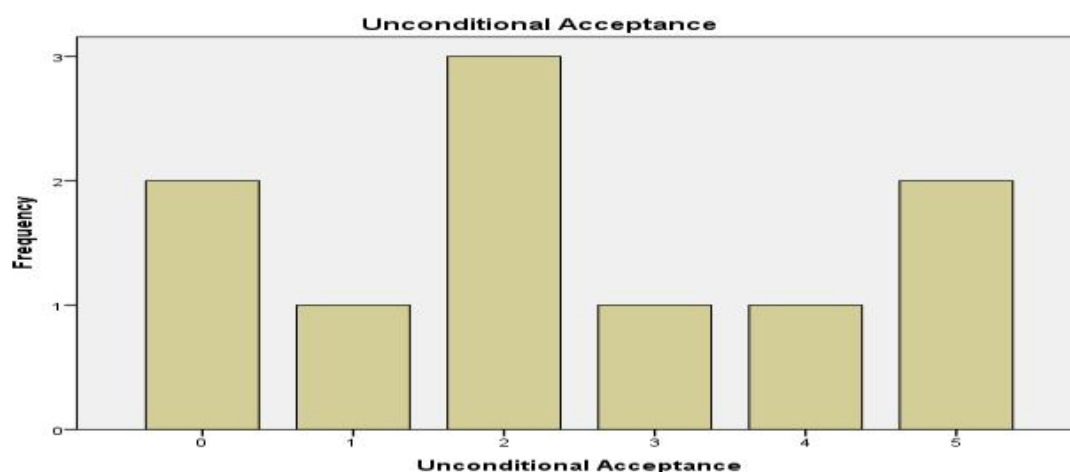
Almost all the teachers tried to correct the mistakes and errors by the learners indirectly either by asking their class fellows or by giving hints in more or less ways and situations. They really tried to encourage students for their any kind of response. The most common patterns as found evident in teachers' discourse were: "ok, yes, any other answer, might be, may be, anybody else, any other response, if anybody can further talk about it, you are closer to the right answer, quite possible, alright, good effort, great effort, yes if you further think about it."

As a matter of fact, unconditional acceptance makes learners confident and self-reliant, instead of looking for someone who may help them. It is also very significant for language teachers to make use of unconditional acceptance in order to establish rapport with learners, to instill positive feelings and lower their affective filter, and to

boost their emotional and cognitive filters. All these can eventually add up to effective learning skills and getting desired outcomes.

4.1.19. Time orientation

Grinder and Bandler (1975) took time orientation as an additional element to be integrated to the Milton Model language patterns since time falls under the broader category of presupposition where one presupposes the occurrence of events or consequences without expecting any resistance or denials from others. They both noticed presupposition of time as occurring evidently in Erickson's use of language while dealing with his clients. That is why they both considered time as an important factor in people's life which can help them achieve their goal within a certain frame. In order to get the desired results, it becomes crucial to allocate proper time to every task that is intended to be carried out.

In a language classroom, this time orientation was used separately from the broader category of Presupposition to reveal its significance individually for teaching practices. The proper allocation of time for all the activities makes learning process smooth and easier to follow for the learners. It can be momentous if employed by the language teachers since it draws a clear boundary in front of learners which they have to keep in mind to perform certain task.

This study reveals 20% instances from teachers' oral instructions regarding the usage of time orientation: only two language teachers used it once only whereas eight teachers did not use it in their classroom discourse: Figure 4.19: *Time orientation Findings*
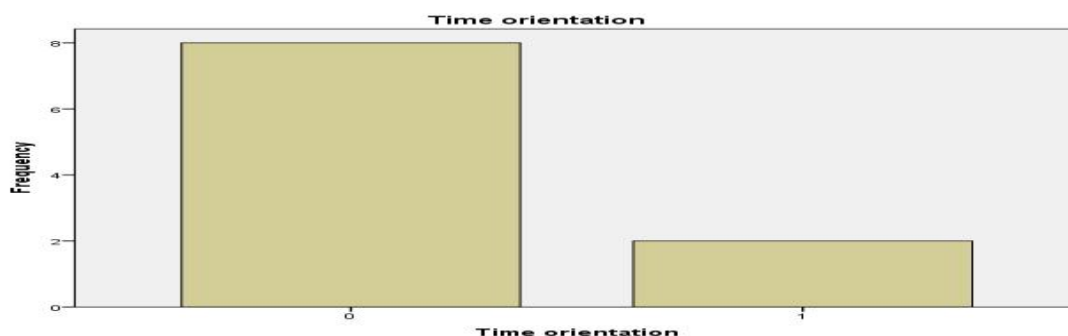
- ❖ You have few more minutes to think about it.
- ❖ For next few moments we will talk about the structure of phrases.

This strategy by teachers sets a time limit for learners that how much time is available to them in order to produce outcome that can actively engage the activities in the unconscious mind to concentrate on the ongoing activity without thinking about anything else.

4.1.20. Tasking

Like time orientation, tasking is also an additional element of NLP Milton model that falls under the category of Presupposition of Order. It is meant to let the learners know about the overall process in a certain sequence or order. Tasking is intended in a classroom to make people give response timely and appropriately. No instances have been found at four language teaching classes whereas at six language classes, it was found by the language teachers once only,

Figure 4.20: *Tasking Findings*
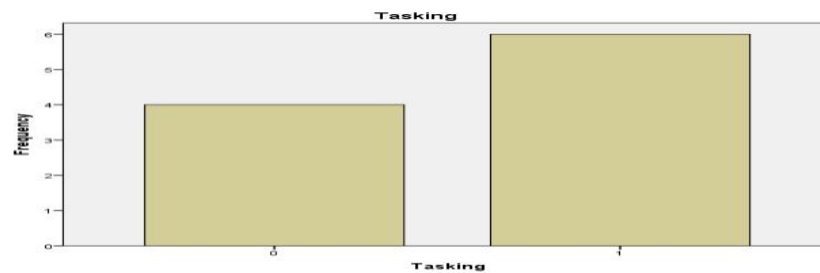
- ❖ You will now think about the qualities of a friend and I will ask you then.
- ❖ You will give the answers once we finish reading this passage.
- ❖ Once I elaborate upon the topic, you will speak one by one as I want all to take part individually.
- ❖ First I will give you examples then you are supposed to give me your ideas.
- ❖ First we will talk about phrases and we will move to clauses and then finally we will discuss sentences.
- ❖ We have various and diverse aspects of this communication process but we will discuss them one by one starting from easy to complex situations.

The above mentioned instances let the learners realize what they are going to do so they understand their learning objectives. Once we understand our learning objectives then we become able to move in an appropriate direction without any ambiguity in our unconscious mind which then saves us form a distracting mind.

4.2 Discussion

In this section, a brief summary of the findings have been presented along with the statistics. The findings are further discussed to critically evaluate results for the present research endeavor. In the table 4.21 below, results have been presented:

Table 4.2.1: *Results of observation sheet analysis*

	Valid	Missing	Mean	Std. Deviation	Variance	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis	Minimum	Maximum	Percentiles		
												25	50	75
Presupposition	10	0	0.7	0.675	0.456	0.434	0.687	-0.283	1.334	0	2	0	1	1
Mind Read	10	0	0.5	1.08	1.167	1.984	0.687	2.816	1.334	0	3	0	0	0.5
Lost Performative	10	0	0.6	0.843	0.711	1.001	0.687	-0.665	1.334	0	2	0	0	1.3
Cause & Effect	10	0	0.4	0.516	0.267	0.484	0.687	-2.277	1.334	0	1	0	0	1
Universal Quantifier	10	0	0.6	0.843	0.711	1.001	0.687	-0.665	1.334	0	2	0	0	1.3
Modal Operator	10	0	1.1	0.316	0.1	3.162	0.687	10	1.334	1	2	1	1	1
Unspecified Verb	10	0	0.2	0.422	0.178	1.779	0.687	1.406	1.334	0	1	0	0	0.3
Tag Question	10	0	0.2	0.422	0.178	1.779	0.687	1.406	1.334	0	1	0	0	0.3
Lack of Referential Index	10	0	1.9	0.876	0.767	0.223	0.687	-1.734	1.334	1	3	1	2	3
Comparative Deletion	10	0	0	0	0		0.687		1.334	0	0	0	0	0
Extended Quotes	10	0	0	0	0		0.687		1.334	0	0	0	0	0
Pace Current Experience	10	0	1.4	0.699	0.489	1.658	0.687	2.045	1.334	1	3	1	1	2
Double Bind.	10	0	0	0	0		0.687		1.334	0	0	0	0	0
Conversational Postulate	10	0	1	0	0		0.687		1.334	1	1	1	1	1
Nominalization	10	0	0.3	0.675	0.456	2.277	0.687	4.765	1.334	0	2	0	0	0.3
Utilization	10	0	2	0.816	0.667	0	0.687	-1.393	1.334	1	3	1	2	3
Embedded Commands /Questions	10	0	0.7	0.675	0.456	0.434	0.687	-0.283	1.334	0	2	0	1	1
Unconditional Acceptance	10	0	2.4	1.838	3.378	0.199	0.687	-1.119	1.334	0	5	0.8	2	4.3
Time orientation	10	0	0.2	0.422	0.178	1.779	0.687	1.406	1.334	0	1	0	0	0.3
Tasking	10	0	0.6	0.516	0.267	-0.484	0.687	-2.277	1.334	0	1	0	1	1

The value of Kurtosis for presupposition, Lost Performative, Cause and Effect, Universal Quantifier, Lack of Referential Index, Utilization, Embedded Commands/Questions, Unconditional Acceptance, and Tasking, were found negatively correlated in the above-mentioned figure. The value of kurtosis to be considered normal by many experts is equal to 3 (McNeese, 2016). Further, according to George and Mallery, 2010), between -2 and +2, the kurtosis values can be considered acceptable. Yet we cannot assume it true for all the cases since it mainly depends on our sample size in the research (McNeese, 2016). This part of the research being primarily qualitative in its aspects has a very small sample size. Thus, in this table, we cannot see these values internally constant. The negative values reflect less internal consistency of the values of factors as mentioned above in the given matrix (the details of the factors of observation sheet can be seen in Appendix A). When one factor or language pattern has been found at all 10 places then their findings can be generalized but if they occur at only few places then their findings cannot be generalized. The more inter reliability refers to more generalizability.

In statistics, the purpose to conduct normality tests such as the measures of Skewness and Kurtosis is- to refer to normal distribution of the data set. The graphical analysis is presented to readers to show them the clear picture of this given data set distribution. Distribution is not normal in many of the cases. Generally it is believed that when the values are not internally constant then it is hard to make generalizations. The more there is the internal consistency of the values, the more there is generalizability as it has been mentioned earlier.

Each of the following component variables has zero variance and is removed from the scale: Comparative Deletion, Extended Quotes, Double Bind, and Conversational Postulate. The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Few language patterns were noted frequently taking place as compared to others such as: Presupposition, Pace Current Experience, Conversational Postulate, Lack of Referential Index, Unconditional Acceptance, Utilization, Embedded Command, and Modal Operators. While few other were observed occurring at only few places such as Mind Read, Lost Performative, Cause and Effect, Universal Quantifier, Unspecified Verb, Tag Question, Nominalization, and, Time orientation.

To get a better overview of items, a detailed statistics procedure was followed to measure how the results correspond to each other. The findings are presented in tables 4.2.2, 4.2.3, and 4.2.4 below.

Table 4.2.2: *Item- Total Statistics*

	Item-Total Statistics				
	Scale Mean if Item Deleted	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Squared Multiple Correlation**	**Cronbach's Alpha if Item Deleted**
Presupposition	13.1	19.433	0.273	.	0.522
Mind Read	13.3	18.456	0.204	.	0.534
Lost Performative	13.2	23.956	-0.382	.	0.637
Cause & Effect	13.4	23.822	-0.511	.	0.615
Universal Quantifier	13.2	23.289	-0.306	.	0.625
Modal Operator	12.7	20.456	0.334	.	0.531
Unspecified Verb	13.6	18.933	0.654	.	0.492
Tag Question	13.6	20.711	0.162	.	0.541
Lack of Referential Index	11.9	16.989	0.52	.	0.462
Pace Current Experience	12.4	16.711	0.754	.	0.435
Nominalization	13.5	19.389	0.28	.	0.521
Utilization	11.8	16.844	0.597	.	0.451
Embedded Commands /Questions	13.1	21.211	-0.025	.	0.568
Unconditional Acceptance	11.4	10.711	0.617	.	0.367
Time orientation	13.6	20.267	0.281	.	0.53
Tasking	13.2	20.4	0.181	.	0.538

Table 4.2.3: *Scale Statistics*

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
13.8	21.511	4.638	16

There are total 16 items now after the deletion of four items (as mentioned above) which presented the identical distribution of the data at all institutions in all teachers' discourse. Also, it can be noticed that the language patterns of the Milton Model such as Lost Performative, Cause and Effect, Universal Quantifier, and embedded command and questions are still negatively correlated which affect the generalizability of results.

Table 4.2.4: Results on ANOVA

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig
Between People		12.1	9	1.344		
Within People	Between Items	73.175	15	4.878	8.061	0
	Residual	81.7	135	0.605		
	Total	154.875	150	1.033		
Total		166.975	159	1.05		
Grand Mean = .86						

The above Table 4.2.4 depicts the significant relationship of .000 between all the previously mentioned items when ANOVA scale was used to find the internal consistency reliability. ANOVA is the scale of variance that is helpful to determine variance existing between three or more than three groups. It can be seen that the F (ANOVA coefficient) factor is 8.061. The F distribution in ANOVA refers to the sampling distribution and to observe the equality of means of various groups. Variance is normally used in sense of dispersion of data and F is related to relative number of mean squares where mean squares present a ballpark figure regarding the variance in population. Then it provides information about degree of freedom (df) as employed to measure or calculate that estimate. F can reveal the variance between the items and within the items significantly. If we use one-way ANOVA, the ratio of the variability from the options of between-group to the within-group gives a single F value. We use one-way ANOVA when we have different participants or independent groups. The calculated f value presents variance between groups divided by the variance within the group (Frost, 2016). To be precise, variation within group refers to the summation of all the squared deviations of each observation from its group mean that is then divided

by the error of degree of Freedom (df). The group mean when distributed around the overall mean of all the 10 observations as conducted at 10 institutions, is 0.86 that is mean of all the observations. The P vale of 0.000 is a very low value which reveals that results are significant since all groups possess significant variance.

The results indicate that all language patterns existed more or less in teacher-talk and all revealed significant relation with one another. However, few were not noticed at various language institutions such as double bind, extended quote, and comparative deletion. The results suggest that teacher-talk may contain a variety of language patterns which affect learners for numerous reasons. Positive language patterns such as the use of universal quantifier, lack of referential index, mind read, unconditional acceptance, and utilization can convince learners to participate in classroom activities independently and confidently. They also develop self-motivation, self-reliance, and self-confidence. Likewise, they encourage learners for their self-learning outside the classroom. Such factors lead to establish rapport among students and teachers. On the other hand, if language teachers do not use few conversational language patterns such as extended quote, comparative deletion, tag question, and unspecified verb, they slow down learning process and create a dull environment where teachers always give commands and students feel lost. The present study cannot correlate the results with other studies as this area in ELT in connection to NLP has not been researched yet.

4.3 Conclusion

The Milton Modal is based on numerous and diverse language patterns which act in accordance with manipulation of mental state. This study exploited only twenty language patterns including the major as well as the minor categories as proposed by Grinder and Bandler (1975) to find their relevance to current ELT practices after reading the literature on NLP individually and relation of NLP in ELT specifically and also by consulting the experts of the field.

The Cronbach's alpha internal reliability was calculated to demonstrate the relation between NLP and ELT and presented in the above-mentioned tables. Skewness and Kurtosis-the two statistics measures of normality were also employed to give an insight into the shape of the distribution which presented the extremity of few factors on either one side or the other. Some of the language patterns could not be located in any teachers' language patterns.

These results indicate and reflect the domination of few language patterns over the others in language skills' classes. Moreover, the ANOVA scale gave the p value of 0.000 which shows a significant relationship of NLP language patterns to ELT practices in the designed observation sheet from the NLP Milton modal.

CHAPTER 5

EL Teachers' Perceptions Regarding NLP: Findings from Questionnaire

This chapter is based on the second set of findings based on an analysis of a questionnaire developed to get an insight into English language teachers' perceptions regarding usage of NLP techniques and their current ELT practices. The data was gathered through a questionnaire, distributed among the English language teachers at the university level, designed by Pishghadam, Shayesteh, and Shapoori (2011) and has been measured in terms of: generated Codebook, retrieved Descriptive Statistics, generated Bar Charts and ran Cronbach's Alpha Test for measuring Internal Reliability (For details see chapter 3).

The data of the questionnaire falls under the eight categories: Flexibility, Anchoring, Elicitation, Modelling, Individual Differences, Leading, Establishing Rapport, and Emotional and Cognitive Boosters. The factors had been characterized by Pishghadam (2011) as a result of exploratory Factor Analysis. In this chapter, all the data gathered from the questionnaire has been analyzed in terms of their respective factors which had been arranged by Pishghadam along with Shayesteh, and Shapoori (2011):

- ❖ Flexibility: 24, 33, 34,36, 37, 38
- ❖ Anchoring: 15, 25, 31, 35
- ❖ Elicitation: 9, 13,18,28,32
- ❖ Modelling:14,26,30
- ❖ Individual Differences: 4, 5, 8, 11, 12,21,27
- ❖ Leading: 7,16,23,29
- ❖ Establishing Rapport:1, 2,3,6
- ❖ Emotional and Cognitive Boosters: 10,17,19,20,22(Pishghadam, Shayesteh, & Shapoori, 2011):

The association between teaching practices and their expected and desired students' outcomes is referred to as 'teaching effects' (Blazer & Kraft, 2017). Therefore, teaching practices has been examined below to demonstrate teachers' perceptions regarding effective language pedagogy.

5.1 Results of the Study

As mentioned above, the questionnaire analysis was done on the basis of certain factors/ variables. The results for each variable are given below:

5.1.1. Flexibility

It is the main tenet of the underlying philosophy of NLP that has been proposed as the first factor of this questionnaire. It illustrates the concept that diversity and variety lead to achievement or accomplishment of goals/tasks. All successful people who were observed by Grinder and Bandlar in 1970s to constitute their famous concept of NLP adopted a variety of language patterns and techniques to inspire the minds of their clients. They had various choices and options to get the accurate and appropriate answers from their clients to deal with their problems effectively. Flexibility factor of this questionnaire refers to a classroom context in general where hidden purpose is to check intentions of teachers. This factor consists of six statements referring to negative actions and reactions as proposed by Pishghadam (2011) which have been discussed below:

Figure 5.1 Flexibility factor with reference to Q.24
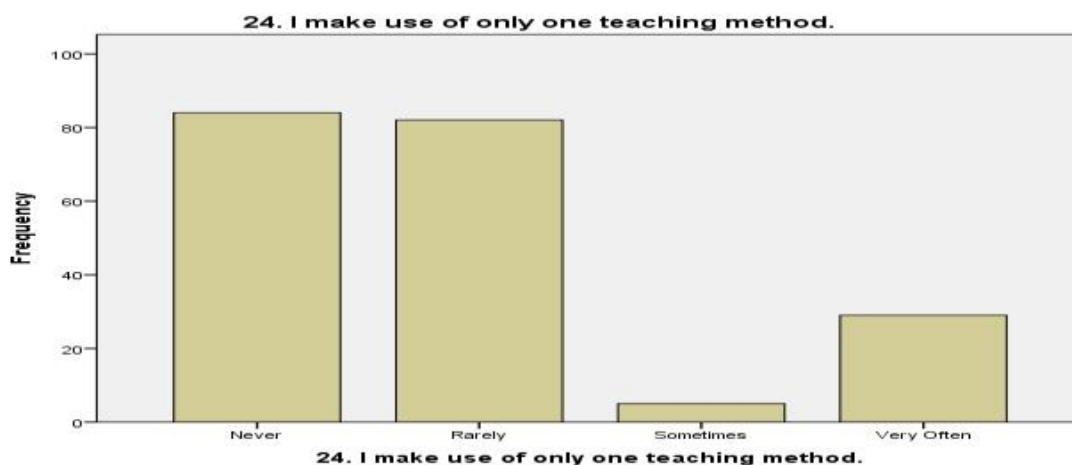
It has been a common practice in most of Pakistani institutions in public sector to use Grammar Translation method where teachers and textbook only play significant role and role of language learners is totally ignored (Faiq, 2003). Yet to teach with only one teaching method is not preferred now days where there are numerous teaching methods available with all their pros and cons. The above bar chart shows that 84 teachers opted for 'never' and 82 chose the option of 'rarely'. 5 selected 'sometimes' and 'very often' has been chosen by 29 teachers. This statement regarding the usage

of only one teaching method provided more answers with the options of 'never' and 'rarely' which reflects the flexible nature of their teaching practices. *Figure 5.2* Flexibility factor with reference to Q33

33. I run the class in a formal way.
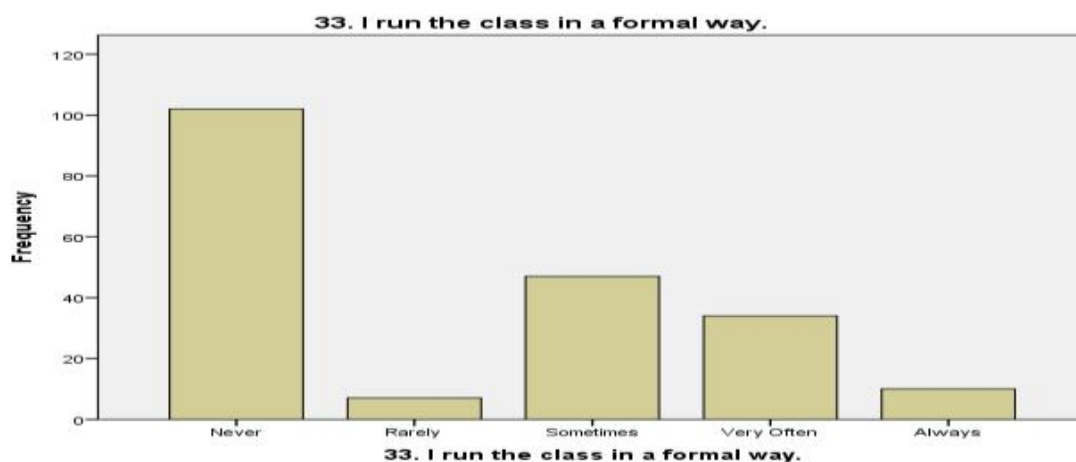
According to results, 102 teachers selected 'never', 7 chose 'rarely, 47 marked 'sometimes', 34 opted 'very often', and 10 preferred 'always' for the statement of running the class in a formal way. To run the class in a formal way is based on a well-structured course with predefined goals and objectives where students are already informed about the overall learning process which may also lead to assessments to check their progress. Most of the teachers selected the option of 'never'. Other noticeable ratios were of 'sometimes' and 'very often'. The most chosen options depict the teachers' desire to develop a constructive environment of learning for their language learners where they do not hesitate and learn freely. The purpose to have informal classes is mainly to establish rapport with learners in an unperturbed and affable atmosphere.

Figure 5.3 Flexibility factor with reference to Q. 34

34. I correct all the language learners' errors.
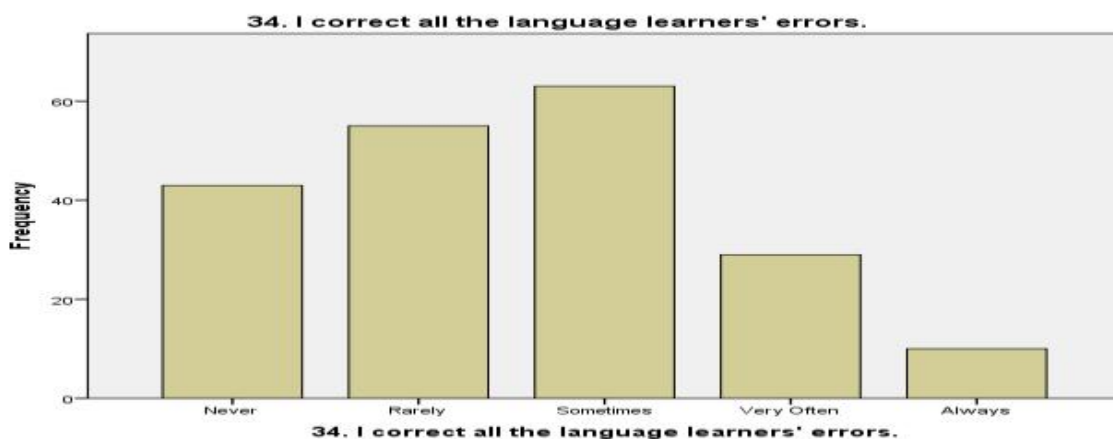
According to results, 43 opted 'never', 55 'rarely', 63 'sometimes', 29 'very often, and 10 'always'. The majority chose the option of 'sometimes'. And then the next most chosen option was 'rarely'. This is the statement where the teachers picked all five options more or less. Correcting language learners' errors is not appreciable at every stage of their learning process. However, sometimes it becomes crucial to develop more conceptual clarity. Usually the errors are not preferred to be corrected to increase the learners' level of motivation and let the class run in a flow. Whether there are self-corrections by providing students with options, peer correction, or general correction, the ultimate focus of teachers must be to keep learning process smooth and positive for their learners (Budden, 2008). *Figure 5.4* Flexibility factor with reference to Q 36
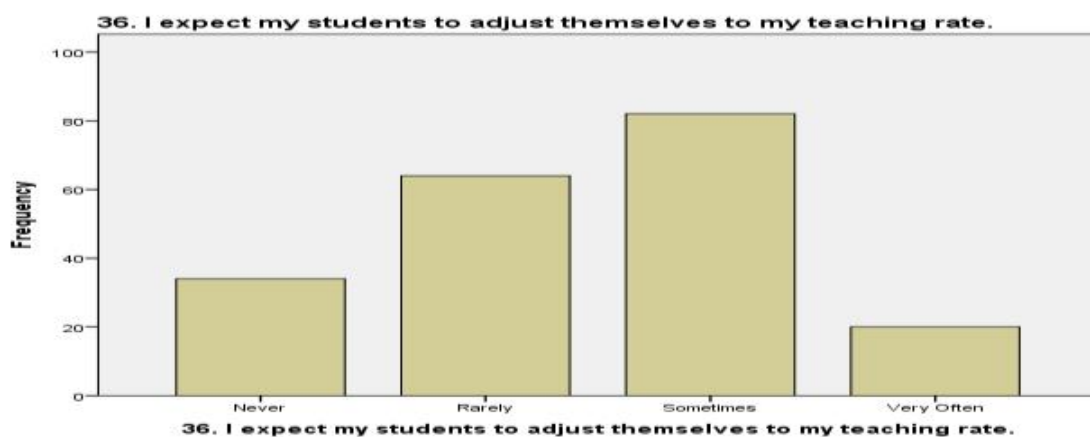
According to the above figure, 34 selected 'never', 64 'rarely', 82 'sometimes', and 20 'very often, and 'always' was not selected by anyone. The majority chose the option of 'sometimes'. And then the next most chosen option was 'rarely'. Faiq(2003) mentioned ongoing teaching practices in Pakistan focus on monotonous methods which do not make learners capable of an effective communication. According to Atieno(2018), teachers today face many tough times in order to adjust themselves to their learners' level of progress. They have to keep an eye on their learners' activities to make the learning process inspiring and active since traditional style of teaching makes the learning process tedious and exhausted. The above bar chart reveals that teachers only few times adjust themselves to their learners' progress to follow their own pace more as compared to their learners.

Figure 5.5 Flexibility factor with reference to Q.37
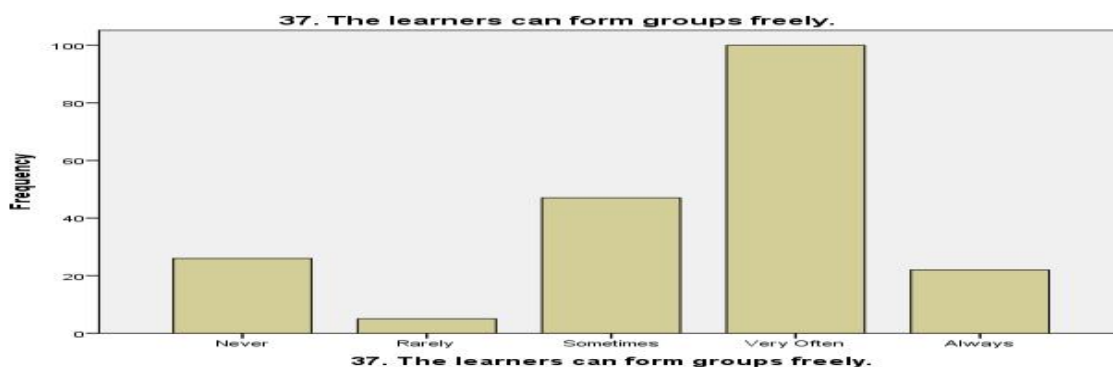
For this question, 26 opted 'never', 5 'rarely', 47 'sometimes', 100 'very often, and 22 'always'. The vast majority picked the option of 'very often'. The second most chosen option was 'sometimes'. Group work has numerous advantages for language learners. For instance, it provides learners opportunities to work in collaboration with each other to overcome their fear and hesitation to work individually and independently. It also makes teachers to monitor their learners with relaxed minds. This way, teachers can provide effective feedback to learners about their progress. But if groups are not arranged properly or facilitated effectively, they can result into learners' frustration and anxiety where they consider such activity as merely wastage of time (Implementing Group Work in the Classroom).

Figure 5.6. Flexibility factor with reference to Q.38
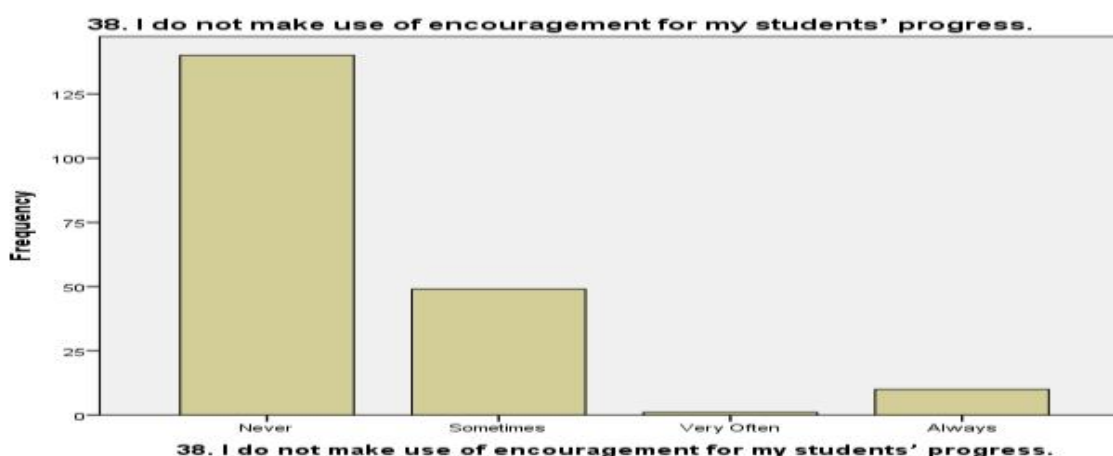
The most difficult and significant aspect of teaching practices is encouraging learners. Learners always rely on their teachers for feedback of their activities. In McDonough's perception, motivation is an essential asset of language learners (McDonough, 2007). There are several such words which can act as motivators for learners in a classroom for instance as we discussed in the previous chapter about the

use of language pattern of 'unconditional acceptance' as proposed by NLP Milton Model, where every feedback is taken positively, internally encourages students to take part in a classroom discourse actively and develop communication skills. Moreover, offering incentives as result of getting any feedback can increase learners' level of progress. For this part of the questionnaire, 140 opted 'never', 49 'sometimes', 1 'very often, and 10 'always'. The option of 'rarely' was not found since many chose the option of 'never'.

The summary of the first factor reveals the following facts:

- ❖ The teachers chose the four options more frequently: 'never', 'sometimes', 'very often', and 'rarely' and less chosen option was 'always'.
- ❖ Among all the options for the five questions making up factor of flexibility, the most chosen options were 'never' and sometimes'. The option of 'never' was chosen more frequently for questions: 33 and 38. The option of 'sometimes' was the most chosen option for question 34 and 36.
- ❖ There were all 5 options for three questions: 33, 34, and 37.
- ❖ Out of five questions, 'never' was the option chosen frequently by the teachers.
- ❖ The option of 'rarely' was not the most chosen option for any questions.
- ❖ For negative wording question, the ratio of 'never' was the highest which marks the prominence of the factor of flexibility.

All the six statements discussed above from the questionnaire making up the factor of flexibility highlight the significant role of teacher's attitude in a classroom and present an insight into ongoing teaching practices. The statements reflect the element of flexibility as an essential feature of any classroom discourse and teaching practices. Therefore, flexibility in teaching practices is not noteworthy in terms of teaching methods only but also in terms of teachers' contribution to develop confidence, critical thinking, and creativity in language learners.

5.1.2 Anchoring

NLP technique of anchoring is a reflection of stimulus and response theory similar to the one presented by Pavlov for dog and its salivation. Whatever stimulus is provided, a response will be initiated in its accordance. An internal response is often linked to an external or internal trigger so that a relevant response may be initiated

promptly and assessed accordingly (Anchoring technique). In ELT, teachers' response may act like an anchor that produces a similar response in learners as we can understand with the help of following statements of the questionnaire: *Figure 5.7* Anchoring factor with reference to Q. 15
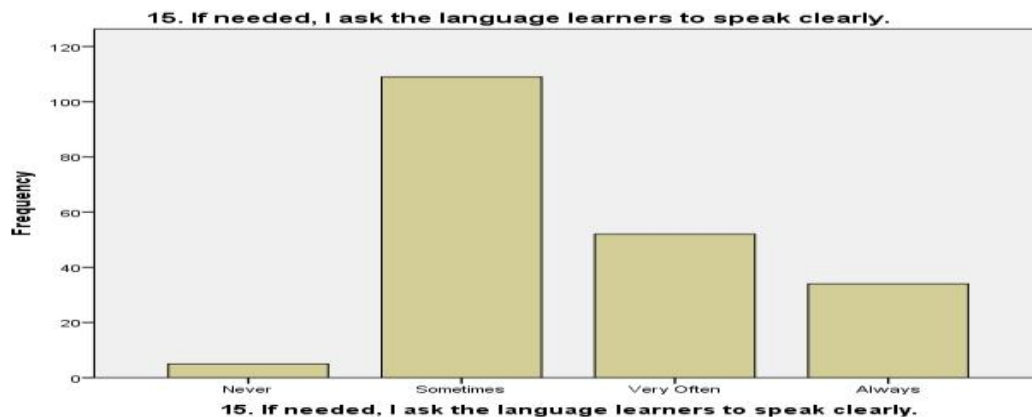
Speaking is the most important part of any language learning process. For this statement, 5 opted 'never', 109 'sometimes', 52 'very often, 34 'always' and nobody selected the option of 'rarely'. The most chosen option by the teachers to a great extent was 'sometimes' and the second most option chosen was 'very often'. The option of 'sometimes' and 'very often' reflect that teachers understand their responsibility to have less botheration for the learners (keeping in mind their various backgrounds and to decrease their affective filter which can prevent effective and active learning process). Yet the factor that speaking clearly is important cannot be ignored since learners must be appreciated to such extent where they do not feel hesitation to discuss their ideas loudly and clearly. For this purpose, teachers should first speak clearly before their students to give them examples of effective spoken language and they should keep them engage in those activities where there remain in their comfort zone to speak loudly and clearly (Wright, 2016).

Figure 5.8 Anchoring factor with reference to Q. 25
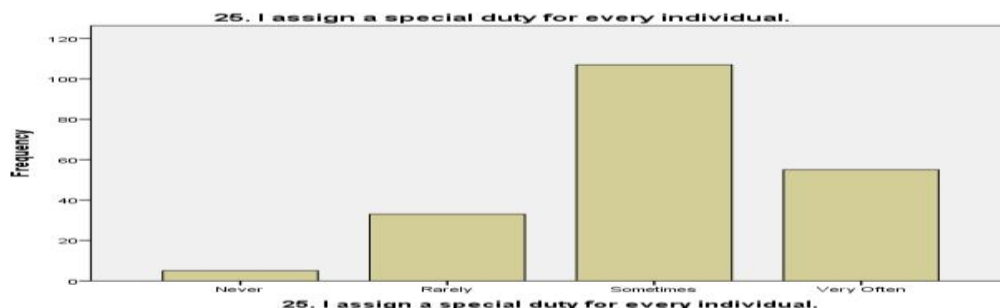
Every class is multileveled to less or more extent (Berry & Williams, 2002). The multi-level classrooms very often offer tough times to teachers since it is quite challenging to give equal time to all students (Baker, 2002). However, keeping in mind the fact that language learners come from diverse backgrounds, it is often recommended to give them individual attention. Also, lack of confidence in some students may be a huge challenge for teachers in getting their desired outcomes so providing them individual attention becomes crucial. In a nutshell, in a mixed ability classroom, it is very usual for both teachers and students to get frustrated for the reason that high ability students feel uninterested and unmotivated, whereas less ability students feel pressured and nervous. For this statement regarding assigning special task to every individual, 5 opted 'never', 33 'rarely', 107 'sometimes', 55 'very often, and nobody chosen the option of 'always'. The majority chose the option of 'sometimes'. The second most chosen selection was 'rarely'. The most chosen options depict the challenges faced by teachers while dealing with multi-level classrooms. *Figure 5.9* Anchoring factor with reference to Q.31
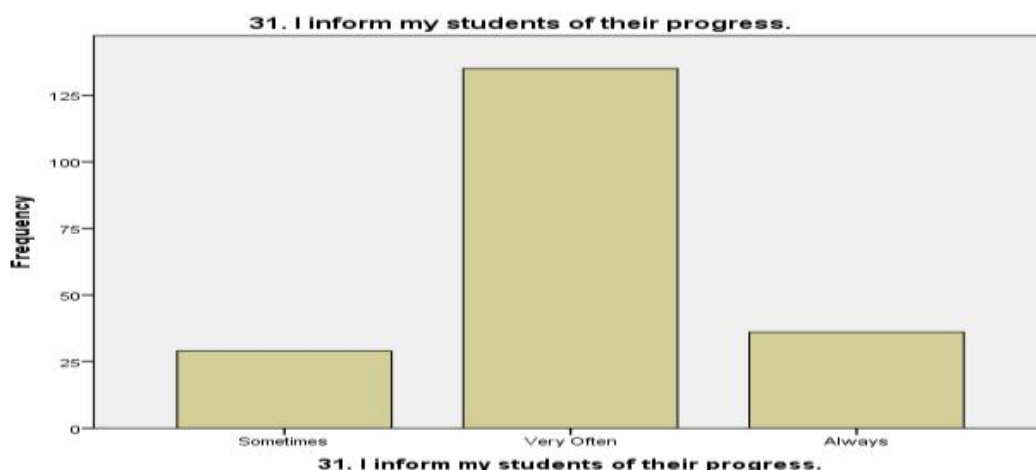
Feedback is an essence of effective language teaching. It is imperative to examine, evaluate, and enhance learning process (Ferguson, 2011). To keep an eye on students' progress and keep them engaged in a learning process is not possible without providing students with feedback. Teachers, for this statement picked the options in the following way: 29 chose 'sometimes', 135 'very often, and 36 selected 'always'. The most picked option was 'very often'. The next selected option by most of the teachers was 'always'. The negative options such as 'never' and 'rarely' do not exist for this statement which depict the essential nature of feedback for ESL classrooms. At this point, it is worth mentioning that feedback should leave a positive impact on learners (Piccinin, 2003).

Figure 5.10 Anchoring factor with reference to Q. 35
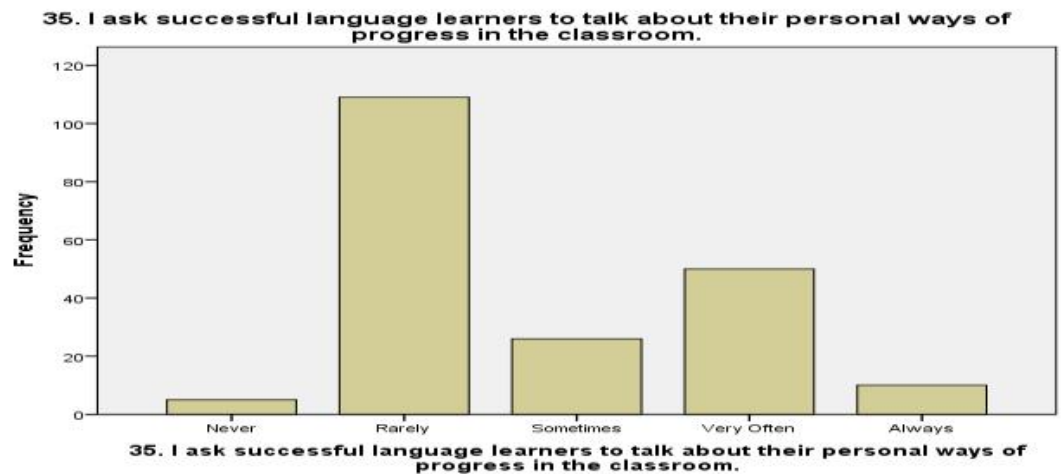
The idea of 'successful language learners' is often used for those learners
who are independent learners without relying on teachers for their success, since they
have utilized their time to a greater extent for effective learning against all odds and
inevitable situations to become a part of the community of their target language
effectively. On the contrary, learners with lower aptitude can also be expected to give
good results if motivated by successful language learners (Philp, 2017). For this part
of the questionnaire, 5 opted 'never', 109 'rarely', 26 'sometimes', 50 'very often,
and 10 'always'. The majority chose the option of 'rarely', and the next most chosen
option was 'very often'. If we see the ratio between 'very often' and 'rarely', we can
notice that 'rarely' is more than the double of 'very often' that reflects the situation
of Pakistani classes where teachers are usually found in traditional role relying on
textbooks and curriculum for teaching a foreign language(Faiq, 2003). The findings
can be summarized as follow:

❖ For two statements: 15 and 25, the most chosen option was 'sometimes'. For
    the statement 31, 'very often' has been observed occurring frequently and for
    the last 'rarely' was noticed to a great extent.

❖ For one statement 35, all the five options were chosen more or less unlike
    other statement constituting this factor of anchoring.

❖ For all statements in this factor, the most chosen options were 'sometimes'
    and 'very often'.

❖ For all statements, the options of 'never', and 'always' did not exist frequently.
    Also, the option of 'rarely' was selected often for only one statement.

All the statements start with the first-person pronoun 'I' reflecting an effort by the questionnaire to gain an insight into teachers' point of view regarding their behaviour with their learners. The answers by teachers depict that teachers often make efforts to keep their learners engaged in the learning process but usually they are not able to do so.

5.1.3 Elicitation

Elicitation in NLP refers to create such environment for the people where they can create a link with their past experience to get a specific emotional state (Schneider, 2017). Usually people are asked to create an association with an experience which NLP practitioners create for them. In order to create a vibrant and invigorating atmosphere in a language classroom; the technique of elicitation from NLP has got mammoth significance. The main intent is to let the learners provide the information rather than providing them with the information. The connection of old and new information can help learners gain everything in a real-life context (Elicitation). Elicitation can serve as an exceptional investigative instrument for teachers to help them understand their learners' current level of progress and accordingly suggest the ways to enhance their progress. In fact, the reminders of prior knowledge are essential to be given to language learners for active learning.

Figure 5.11 Elicitation factor with reference to Q.9
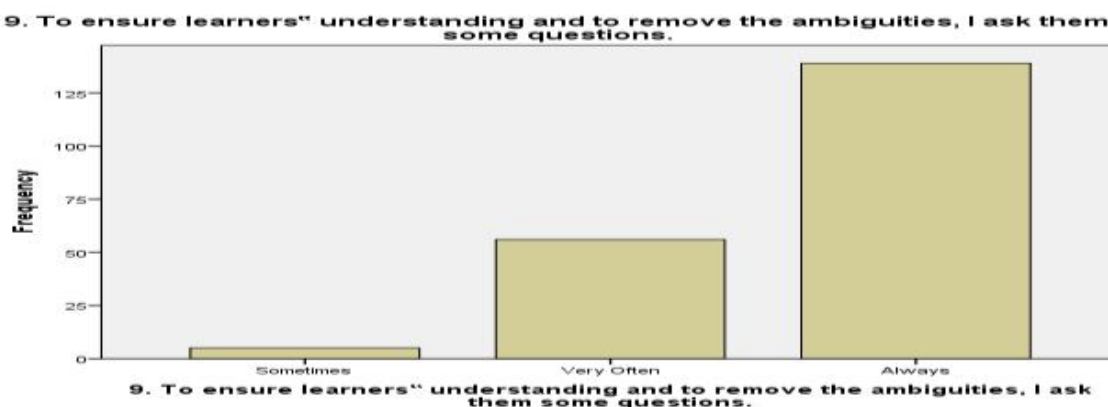
Asking question is crucial to teaching practices. Gabrielatos (1997) considers questioning as the vital step of teaching practices to keep an eye on learners' level of understanding regarding the subject matter. Further teachers should also be aware regarding the types of questions and their functions that they intend to ask their learners. 'What', 'how' and 'which' are the effective words to start the questions to check learners' knowledge. Yet it is important to understand the purpose of questioning as over questioning may be frustrating for learners in case when they do

not have enough prior knowledge (Gabrielatos, 1997). The options of 'never' and 'rarely' were not marked by any English language teacher. The options of 'very often' was ticked 56 times, 'sometimes' was chosen 5 times, and 139 teachers selected the option 'always'. The option of 'always' was picked by majority. The next most chosen option by EL teachers was 'very often'. The ratio reflects the teachers' awareness concerning the indispensable aspect of questioning for effective teaching practices. *Figure 5.12* Elicitation factor with reference to Q 13
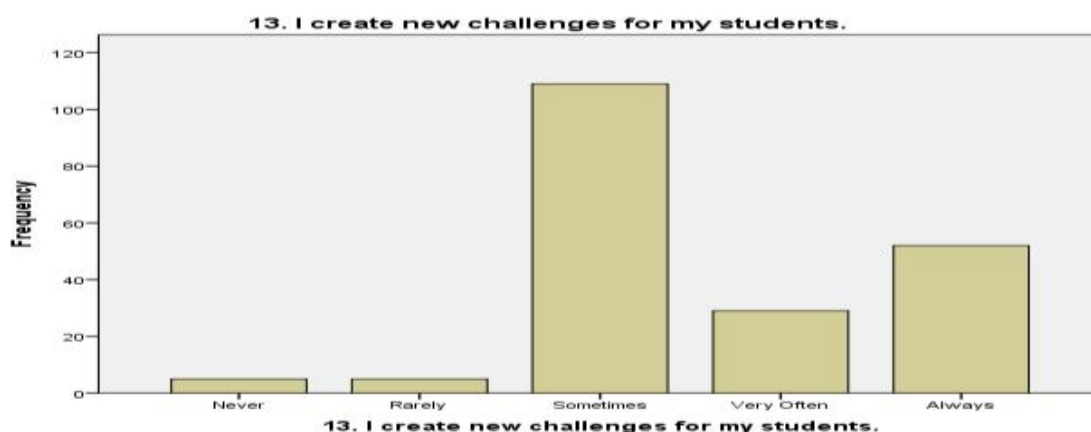
Since elicitation depends on taking information from students instead of giving them, creating new challenges is one crucial aspect of making students produce input above their current level. Elicitation is not only helpful to derive old information but also makes its connection with a new information to make it more memorable. For this reason, creating new challenges for learners is therefore considered an efficient tool for keeping learners away from boredom and monotony. The options of 'never' and 'rarely' were marked five times by English language teacher. The options of 'very often' was ticked 29 times, 'sometimes' was chosen 109 times, and 52 teachers selected the option 'always'. The option of 'sometimes' was singled out by majority of EL teachers. The next most chosen option was 'always'. It reflects creating new challenges does not take place very often in language classrooms. *Figure 5.13* Elicitation factor with reference to Q.18

18. I welcome new and creative answers.
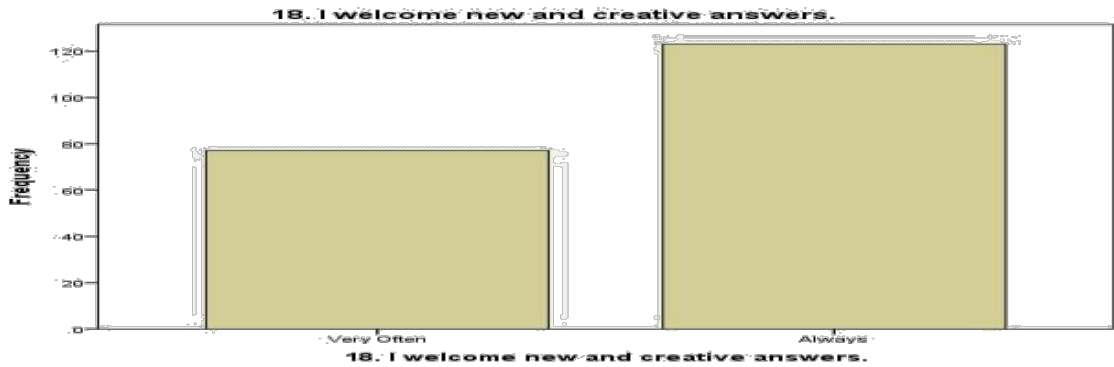
Teachers' perceptions affect their learners' perceptions. The manner teachers organize and manage their classes, affect the classroom environment accordingly. The positive attitude of teachers creates positive impact on their learners and vice versa (Hannah, 2013). The options of 'never', 'rarely' and 'sometimes' were not marked by any English language teacher. The options of 'very often' was ticked 77 times, and 123 teachers selected the option 'always'. The option of 'always' was picked by majority. The next most chosen option by EL teachers was 'very often'. It shows positive attitude of teachers to students in language classes. *Figure 5.14* Elicitation factor with reference to Q. 28

28. I get my students' ideas of the topics presented in the class.
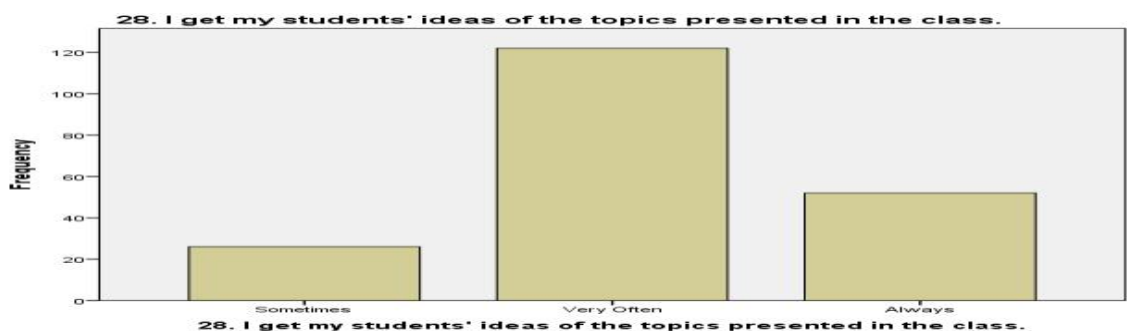
It is difficult at times to comprehend the message conveyed by ESL learners due to either their weak language skills or their teachers' weak teaching skills. Not only Students come from diverse and various backgrounds but also teachers (which put both in trouble to understand each other effectively) (Journal & Dogancay-aktuna, 2016). Evue(2013) considers the uninterested attitude of teachers also as an inordinate challenge to let them understand their learners' weaknesses in target language. Again it is noticeable that the options of 'never' and 'rarely' were not marked by any English language teacher. The options of 'sometimes' were noticed 26 times, 'very often' was chosen 122 times, and 52 teachers selected the option 'always'. The option of 'very often' was marked by majority of the language teachers to reflect their understanding

in accordance with the crucial nature of getting students' responses for better learning process.

Figure 5.15 Elicitation factor with reference to Q.32
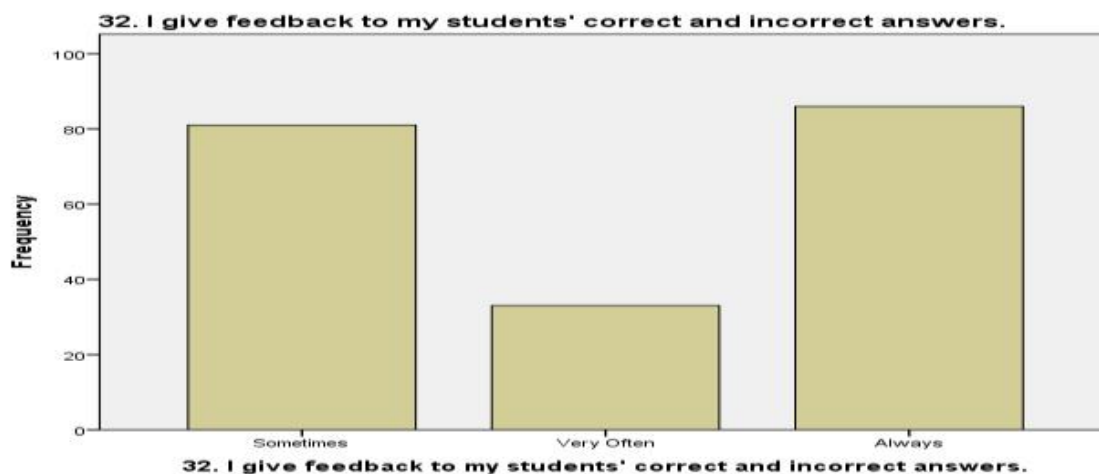
Feedback is crucial to language teaching practices as we discussed earlier. Providing students' feedback for their all kind of responses may have certain results: if positive can motivate them, negative can have an opposite reaction. NLP considers response of the students as merely feedback taken from the students which cannot be taken as right or wrong but only response. There are several other options to make students feel relaxed for their negative responses too such as self-correction (by giving options), peer correction (asking fellows), and general correction (when no one is specified for pointing out mistakes). For this statement, the option of 'sometimes' was selected 81 times, the other chosen option were 'very often' 33, and 'always' 86 times. Whereas we could not find any ticked option for 'never' and 'rarely'. Most of the teachers chose the option of 'always' for giving feedback for their learners' correct and incorrect responses that highlights the perceptions of teachers that correction is significant and should be carried out under all circumstances.

The results for elicitation can be summarized as follow:

❖ For three statements out of five for this factor (9, 18, and 32), 'always' was the most selected statement by language teachers. Whereas for rest of two statements, 'very often' (28) and 'sometimes' (13) were the most chosen options.

❖ Three most occurring options were: 'sometimes', 'very often', and 'always', for this factor. The options which did not occur frequently were: 'rarely' and 'never'.

- ❖ All the statements reflect teachers' various ways of eliciting information from students.

These statements indicate the more active part of learners and passive part of teachers. For instance, the role of teacher was related to understanding, initiating, stimulating, and evaluating the responses of their learners.

5.1.4 Modelling

NLP emerged from the concept of modelling. To be flexible is a requirement to model others. A model, in fact, provides with necessary information that can be imitated to produce desired results. The end product of modelling is not assumed to be a right or wrong explanation of what is modelled but what is learnt as a result of modeling that exceptional behaviour or performance. The instrumental map developed as a result of modelling yields significant results (Dilts, 1998). In ELT, a model is an example that a teacher sets for his or her students to help them produce the finest results. A model is a kind of imitation tool in a language classroom (that can be anything related to any aspect of language) which is modelled for students on the board or via any verbal means. The following statements present the concept of modelling in ELT practices:

Figure 5.16 Modelling factor with reference to Q 14
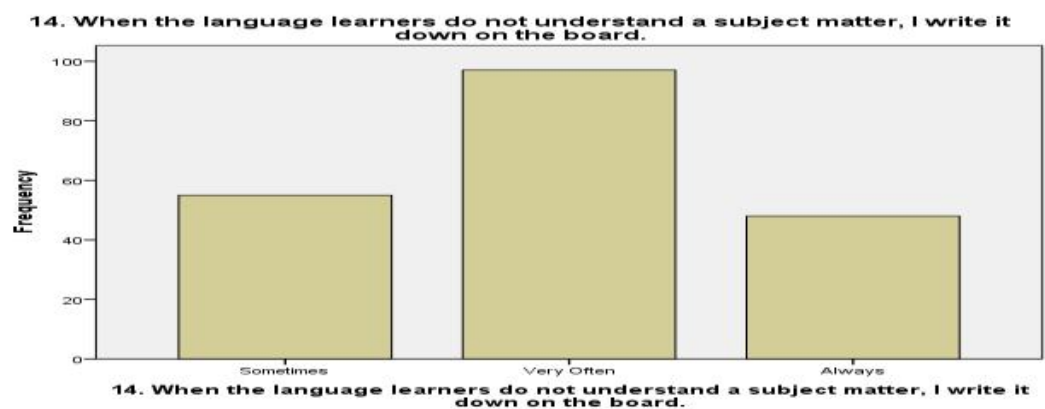
The concept of modelling is proposed in ELT to help learners understand the subject matter easily as purpose of modeling is to present a complex entity into the simplest possible way for its effective understanding; the better they understand the teacher, the better results they produce (Dilts, 1998). The options of 'never' and 'rarely' which could be extreme negative situations were not marked by any English language teacher. The options of 'very often' were ticked 55 times, 'sometimes' was chosen 97 times, and 48 teachers selected the option 'always'. The option of 'sometimes' was picked by majority. The next most chosen option by EL teachers was

'very often'. It reflects the positive attitude of English language teachers towards students' understanding regarding subject matter. *Figure 5.17* Modelling factor with reference to Q. 26

26. During the teaching process, I write down the new material on the board.
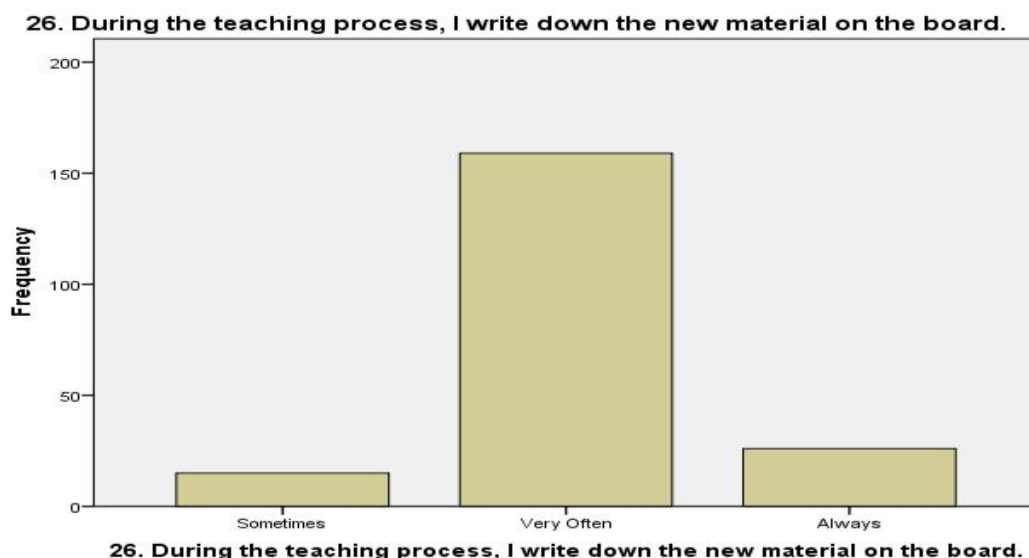
It can be noticed that extreme negative options for stimulating and enhancing learning process were not chosen by any language teachers. During a teaching process, if teachers help learners giving options on the board, it will serves as an effective visual tool. The options of 'sometimes' was chosen 15 times, 'very often' was ticked 159 times, and 26 teachers selected the option 'always'. The option of 'very often' was picked by majority. The chosen options propose the vast majority of teachers possessed positive attitude towards learners.

Figure 5.18 Modelling factor with reference to Q. 30

30. I write down the new subject material on the board as a model.
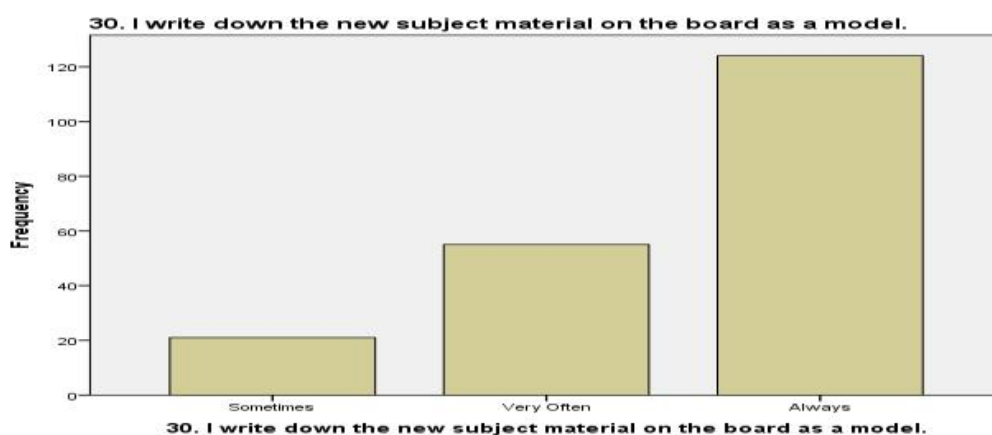
For this statement too, the options of 'never' and 'rarely' were not marked by any English language teacher. The options of 'sometimes' was chosen 21 times, 'very often' was ticked 55 times, and 124 teachers selected the option 'always'. The option

of 'always' was picked by majority indicating the teachers' preference for presenting a model to their students to help them produce better results.

Summary of Factor 4

- ❖ The options 'never' and 'rarely' did not exist for this factor which indicates teachers' awareness of the crucial aspect of modelling unconsciously.
- ❖ The options 'very often' was selected by language teachers in two statements out of 3(14 and 26). The last statement (30) reflected the occurrence of 'always' as the most chosen option.
- ❖ Negative options such as 'never' and rarely' did not appear for these positive wording statements constituting this factor of modeling.

The choices made by English language teachers reveal their perceptions about ways of presenting new and tough material to their learners. The first two statements depict the ways in which they prefer to teach complex and new activity. The last factor particularly reflects the perception of English language teachers regarding the concept of modelling for ESL/EFL learners.

5.1.5. Individual Differences

Teachers are always expected to pay attention to their all students equally despite their competence level. Their job is multifaceted in a classroom where they are not only expected to increase the exam's scores but also responsible for managing a classroom, delivering an appropriate content, polishing and refining the behaviour and skills of their students. The term 'individual differences' refers to its strong and intimate connections with psychological issues of individuals that falls under the category of trait psychology. The purpose to keep in mind the concept of individual differences is to shape individuals' behaviour since people differ in terms of their behaviour and understanding of their behaviour is crucial (to shape their behaviour). Further individual differences hold significance in psychology to develop understanding with people or establish rapport with them.

Similarly, language learners in a classroom differ in various terms such as their abilities to pick concepts, skills, and performance to achieve their outcomes, their level of motivation, their way of perceiving success and failure etc. All the above mentioned factors directly or indirectly and more or less affect a learning process to a great extent. That is why these individual differences should be of concern to English language teachers instead of ignoring them. Yet, there are some traits which are hard to change such as the factors of age, race, gender, and culture etc. which have an immense impact

on the lives of individuals. Individual differences demand more attention in case of adult learners (Williamson, 2018). For instance at university level, it is really difficult to deal effectively with one's individual differences. The factor individual differences as mentioned by Pishghadam(2011) consists of various statements which were discussed below to draw a clear picture in case of university teachers' perception: *Figure 5.19* Individual Differences factor with reference to Q.4

4. I help my students with less ability.
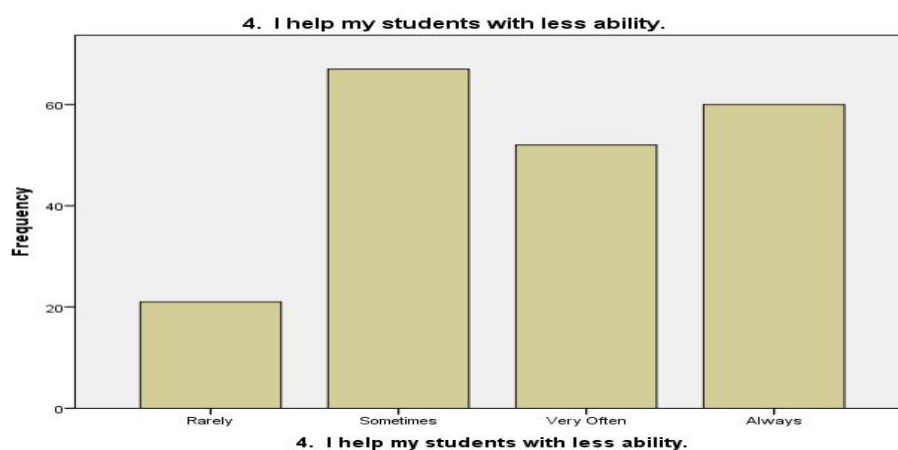
Helping students individually and specifically is a significant part of effective teaching practices. The options of 'rarely' was selected by 21 teachers, 'sometimes' was marked by 67, 'very often' by 52 and 60 teachers selected the option 'always'. The option of 'sometimes' was chosen by majority of the teachers. Yet 'very often' and 'always' also show high ratio of language teachers showing their attitude towards helping learners. The responses to this statement portrayed teachers' awareness regarding making efforts for weak students of their classes. *Figure 5.20* Individual Differences factor with reference to Q.5

5. When the learners do not understand something, I present it in a new way.
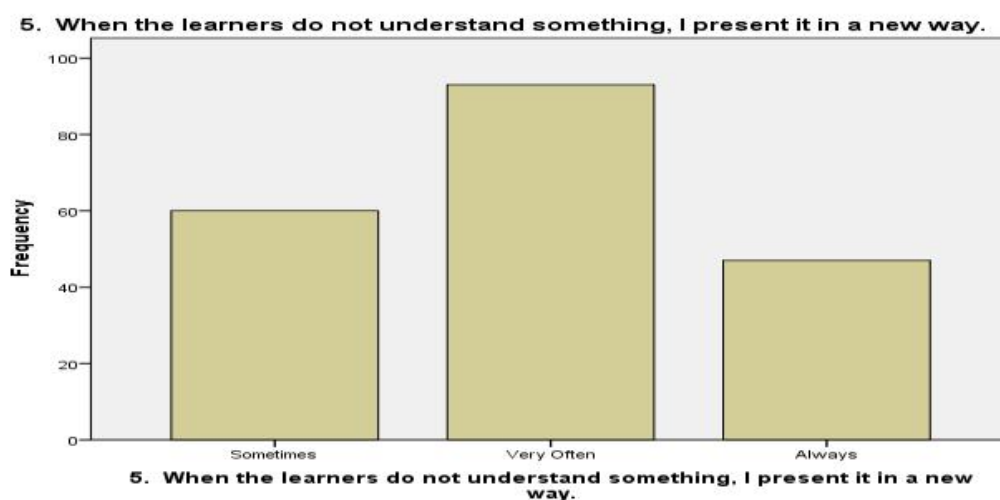
The options of 'never' and 'rarely' were again not marked by any English language teacher. The options of 'sometimes' were chosen by 60 teachers, 'very often' was ticked 93 times, and 47 teachers selected the option 'always'. The option of 'very often' was picked by majority. Other two chosen options: 'sometimes' and 'always' also reveal positive attitude of teachers towards language learners while presenting new incomprehensible material to them.

Questions in a classroom are a part of the elicitation factor as we discussed earlier, can relate to this aspect of statement to actively engage students in a learning process if they don't get new material easily. Previous researches have focussed immensely on learner-centered environment in a classroom where they were given much time to explore new knowledge. The strategy to present new material should revolve around providing learners with such situations which can bring them closer to new knowledge that teachers want to impart in their learners (National Research Council, 2000).

Figure 5.21 Individual Differences factor with reference to Q.8
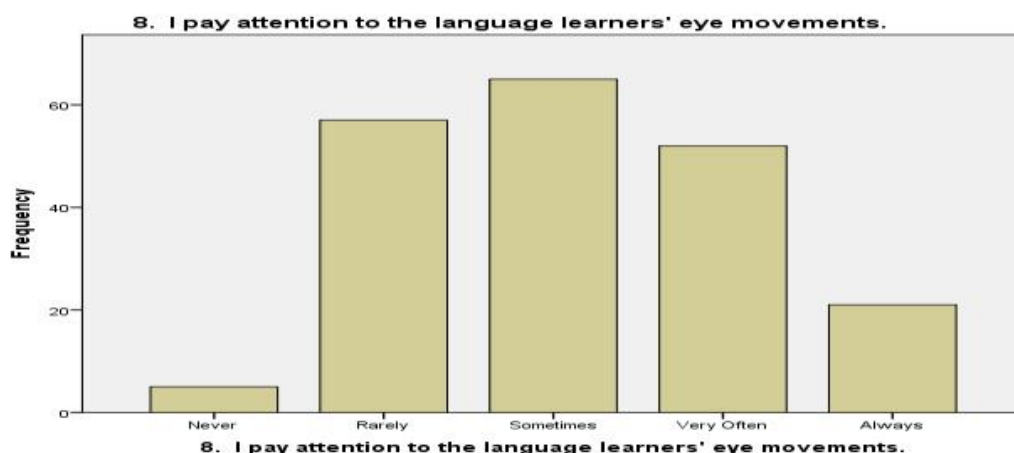
This area of eye movement has not been explored due to its complex cognitive nature. Neurologists have made various attempts but could not exactly locate the function of eye movement involved at various stages of our conversations. It is too complex and technical area to be explored. Eyes refer to externalization of our brain system. Whatever we possess in our brain is reflected via our eyes according to neurologists (Zhan & Shen, 2015). Yet what is significant in this situation from the responses chosen by university teachers is their choice of 'never' and 'rarely'; only five opted 'never', 57 'rarely', 65 'sometimes', 52 'very often, and 21 'always'. The majority chose the option of 'sometimes'. The next most chosen option was 'very often'. A moderate choice reflects moderate awareness of language teachers in connection to eye movement as an efficient tool for effective ELT practices.

Figure 5.22 Individual Differences factor with reference to Q.11

11. I give enough time to the language learners to write down notes and do class activities.
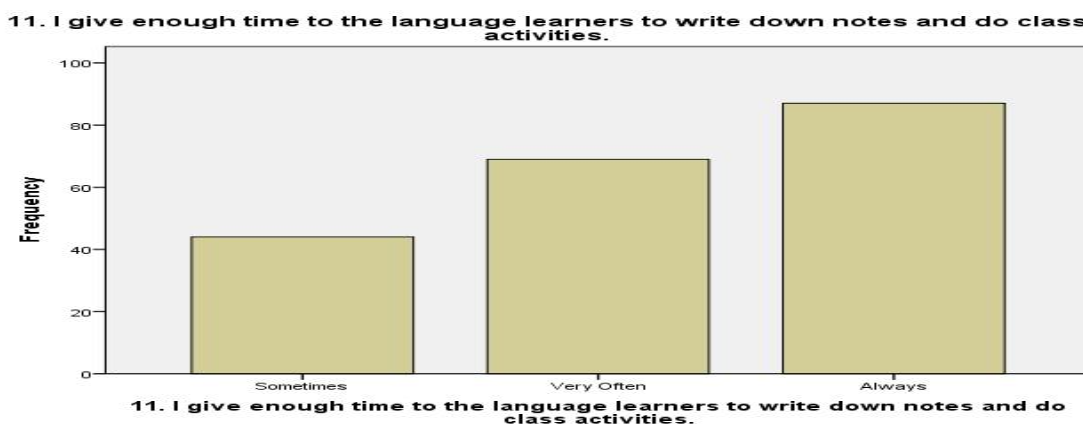
One of the basic requirements in a language classroom is to provide the learners with the sufficient amount of exposure to the target language. The exposure should be comprehensive dealing with major aspects of learning activities. The more input we provide, the more output we can expect. The efficient learning process is a result of effective input given to learners (AlZoubi, 2018). Nobody opted for 'never' and 'rarely', whereas 44 selected 'sometimes', 69 'very often, and 87 preferred 'always'. The majority chose the option of 'very often' and then 'always'. *Figure 5.23* Individual Differences factor with reference to Q.12

12. I try to create a positive feeling in my students toward language learning.
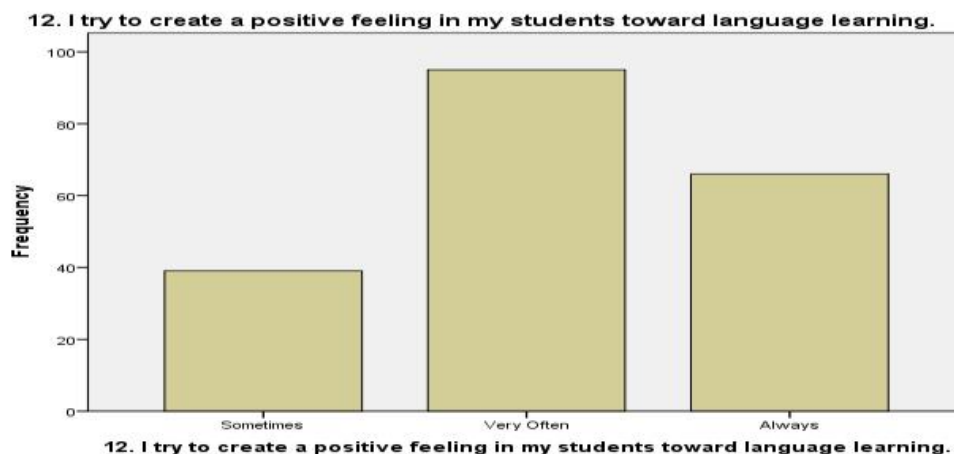
Emotions are considered as consequences of certain actions or events. They play a central role for enhancing cognitive abilities if employed positively. Educational psychology gives first and foremost significance to instill positive feelings in both teachers and learners for occurrence of an effective learning process. Positive feelings are a basic requirement for adaptation of an appropriate human behaviour (Pekrun, Goetz, & Titz, 2002). There are number of advantages for instance, instilling positive feelings in people can expand their horizon, develop creativity and critical thinking,

and encourage them immensely to become self-reliant in a learning process. Instilling positive feelings in learners refers to the crucial role of a teacher in a language classroom; negative feelings may not give intrinsic motivation to learners to take part in a learning process actively. For the above statement, nobody opted for 'never' and 'rarely', whereas 39 selected 'sometimes', 95 'very often, and 66 preferred 'always'. The majority chose the option of 'very often' and then 'always'.

Figure 5.24 Individual Differences factor with reference to Q.21

21. I pay attention to individual differences.
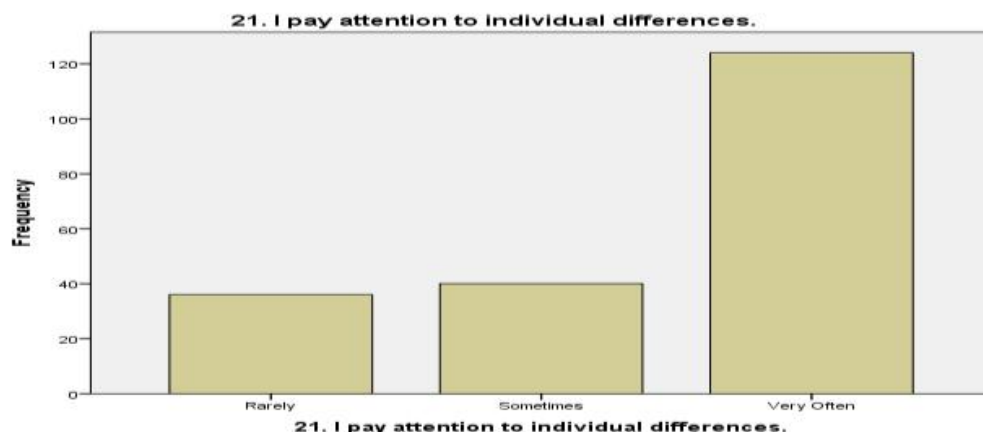
Individual difference incorporates various factors as we discussed earlier in the description of this factor. Paying attention to individual differences is crucial for an effective and efficient pedagogy otherwise it will not be possible to lower the affective filter of learners coming from diverse backgrounds. Again it is evident from the results that no one opted for 'never' and 'always', whereas other selected options with their frequencies were: 36 'rarely', 40 'sometimes', and 124 'very often'. The majority chose the option of 'very often' and then 'always'. The selected options reflect paying attention to individual differences is not quite impossible yet teachers do not have enough opportunities or time to focus on them.

Figure 5.25 Individual Differences factor with reference to Q.27

27. All my students' opinions are important to me.
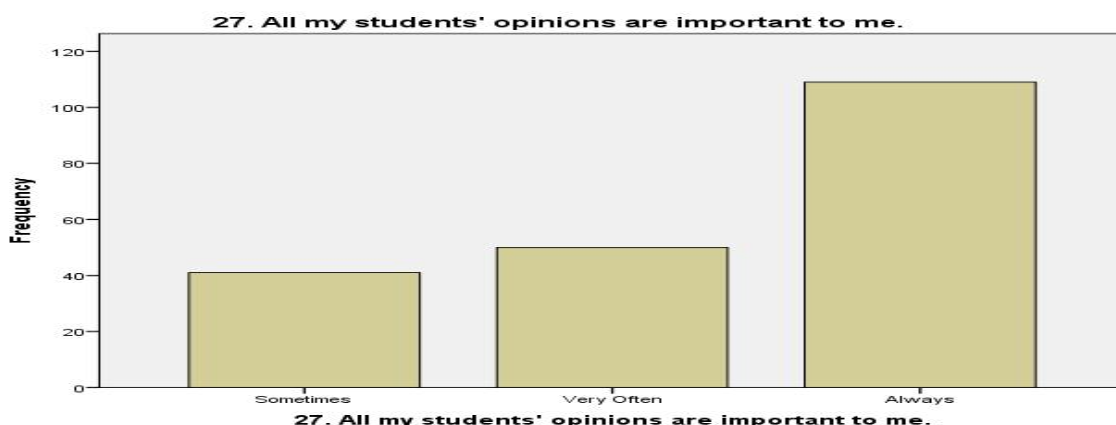
Students' opinions vary according to their individual differences. Paying attention to all opinions is a challenging task for teachers (due to limited time available to them and course content that they need to cover and/or activities which may take much time than expected). Again teachers did not choose the negative options 'never' and 'rarely' for this statement, whereas 41 selected 'sometimes', 50 'very often, and 109 preferred 'always'. The majority chose the option of 'always' and then 'very often'. It gives a very positive picture of teaching practices where teachers prefer to consider all their students' viewpoint important to them.

Summary of Factor 5:

- ❖ For the statements: 5, 12, and 21, the option 'very often' occurred the most.
- ❖ 11 and 27 were statements where most chosen option was 'always'.
- ❖ The options: 'very often', 'sometimes' and 'always' were the most chosen options for this factor
- ❖ The negative option 'never' did not exist for any statement. Whereas 'rarely' existed twice only to some extent.

The above-mentioned aspects illustrate the positive attitude of teachers towards students. It can also be noticed that the options were chosen in similar fashion across various statements.

5.1.6. Leading

The verb leading refers to actions and the noun leader refers to the person who takes actions. A leader has got a vision to proceed which others follow to achieve desired objectives. Strong leadership can make the journey easy, but poor can make it harder. Vision can be taken as a blend of what is preferred and what is esteemed. It is the task of a leader to think about all pros and cons of any plan or activity. If a leader does not have a compelling force to inspire its followers, leadership will not produce desired results and the outcome will be a failure (O'Connor, 2001). In a language classroom, teachers are supposed to have a vision which their learners can follow. Actions of learners can be shaped and reshaped in the direction of their teachers' visions. The following statements explained the usage of the concept of leading in NLP in relation to ELT:

Figure 5.26 Leading factor with reference to Q.7

7. I give my students the words needed for a conversation.
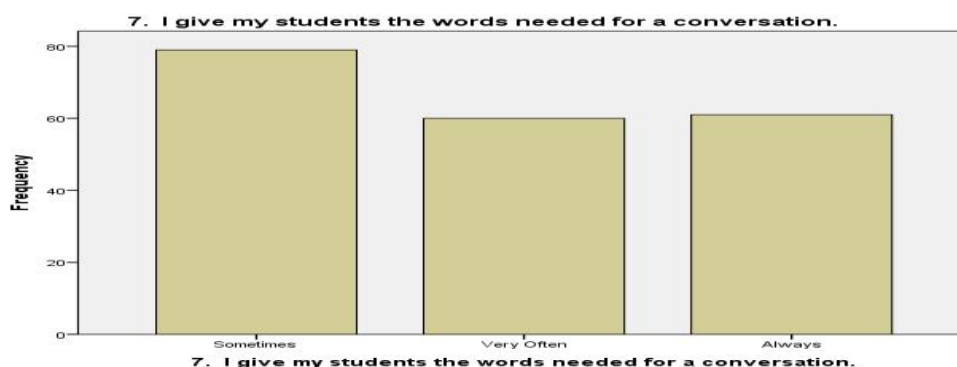
Students understand theories presented by teachers, but a practical activity becomes a challenge. For communication (a practical part in a language classroom), students often get confused and very often intend to take help from their L1. Then it becomes crucial to understand learners' need of effective and meaningful communication by helping them in certain ways such as providing them with short phrases or word bank to narrate their experiences. For this part, none of the teachers opted for 'never' and 'rarely', whereas 79 selected 'sometimes', 60 'very often', and 61 preferred 'always'. The majority chose the option of 'sometimes. We can see that 'very often and 'always' occurred in almost equal ratio to each other. The negative options: 'never' and 'rarely' were not selected by the teachers. This situation gives a glimpse of teachers' helping attitude to facilitate a learning process. *Figure 5.27* leading factor with reference to Q.16

16. For holding a dialogue, I present the required grammar.
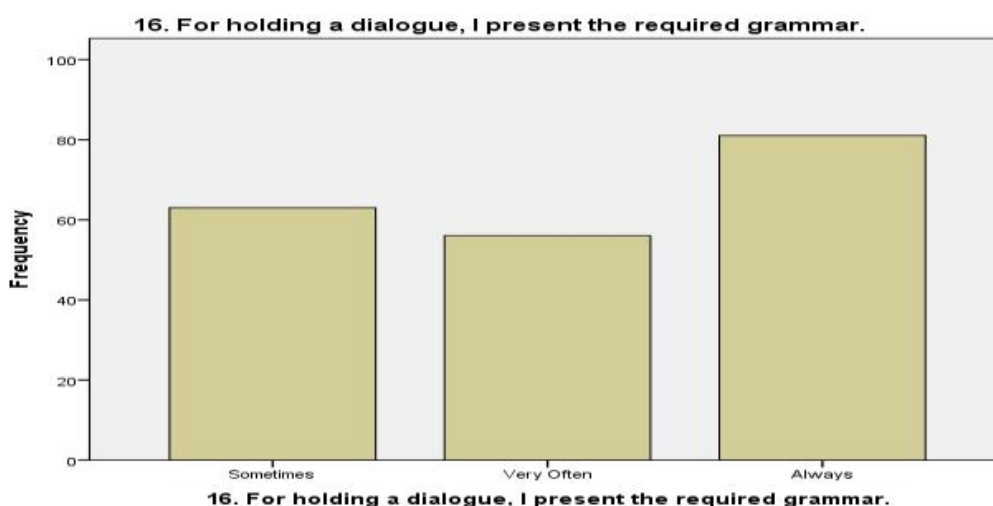
Grammar is a significant part of a language learning process. Grammar teaching has always been found dull and monotonous in ESL and EFL contexts due to teaching methodologies. However, teaching in context makes it interesting and easier for its learners. According to Cagri Tugrul Mart (2013), grammar teaching is a tough

and challenging job that teachers need to understand before preparing a grammar lesson. In Pakistani context, the focus of teachers in previous researches has been found on teaching grammar deductively, where rules are explained and supposed to be memorized in most of the cases (Faiq, 2003). Undoubtedly, effective communication is not possible with learning grammar skills. Dialogue refers to a real life context. In a real life context, dialogue teaching can be the finest way to teach grammar inductively. For the above statement, it is evident that no university teacher chose the options 'never' and 'rarely', whereas 63 selected 'sometimes', 56 'very often, and 81 preferred 'always'. The majority chose the option of 'always' and then 'sometimes' and "very often". The above-mentioned frequency reveals teachers' understanding for effective English language pedagogy.

Figure 5.28 Leading factor with reference to Q.27
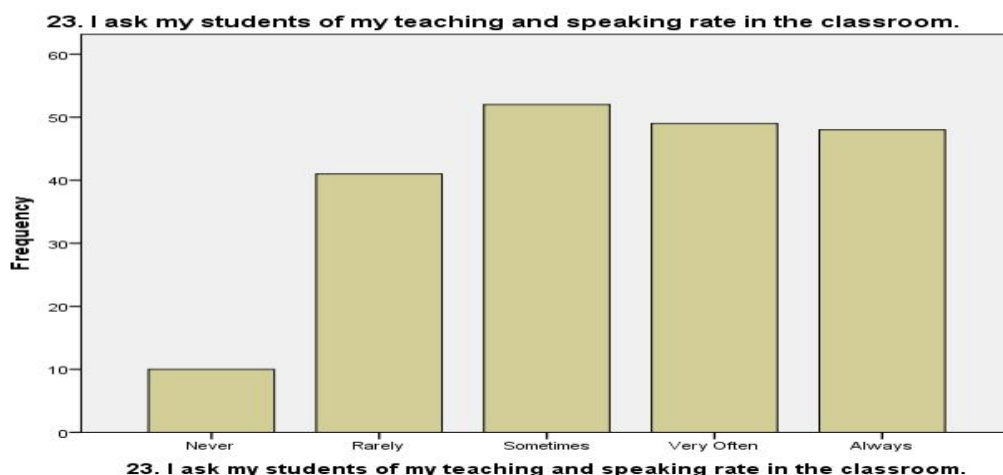
Teacher talk time is the most influential way to get the required input. Questions asked by teachers cannot only stimulate cognitive abilities, but also a valuable source to evaluate learners' knowledge and to keep their level of progress in accordance with a teaching material (Kauchak & Eggen, 1989). However, teachers usually do not find enough time to ask students questions other than the curriculum and class activities. Yet, it is crucial for teachers to develop awareness regarding their teaching and particularly speaking skills to lower the affective filter of their learners. For the above-mentioned bar chart, it can be seen that 10 teachers selected the option 'never', 41 'rarely', 52 'sometimes', 49 'very often, and 48 'always'. The majority chose the option of 'sometimes'. The next most chosen options were 'very often' and 'always'. All the five options (unlike other statements) were chosen for this statement.

Figure 5.29 Leading factor with reference to Q.29

29. For better learning and understanding, I ask the learners to take notes.
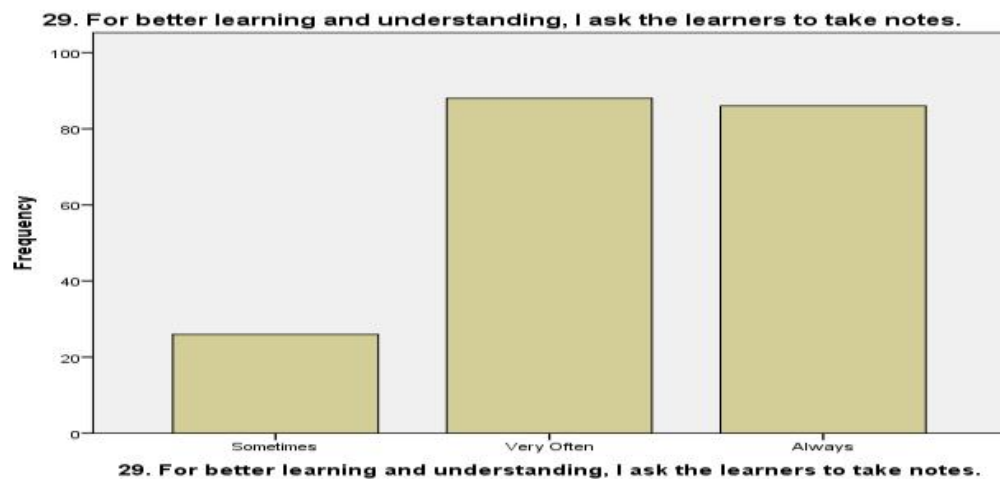
From the above bar chart, it can be noticed that no one from the teachers chose the options: 'never' and 'rarely', whereas 26 selected 'sometimes', 88 'very often, and 86 preferred 'always'. The majority chose the option of 'very often' and 'always'. The options: 'very often' and 'always' existed to a larger extent. The frequency refers to teachers' aptitude toward taking notes for better learning outcomes. Taking notes is an integral part of a teaching process and helps store information in a long term memory which students can refer time and again (whenever they need instead of asking the same point again to their teachers). It also improves their writing abilities. Therefore, teachers are always seen concerned with their students' note taking habits (Gonzalez, 2018).

Summary of Factor 6:

❖ For all the above four statements, the options: 'sometimes', 'very often', and 'always' occurred the most.

❖ The option 'sometimes' was the most chosen option for the above statements.

❖ The options: 'never' and 'rarely' occurred only once.

❖ Among all the above statements, for only statement, all the five options ranging from 'never to always' occurred.

The above results indicate that leading is an effective strategy for better learning outcomes that most of the teachers acknowledge for their teaching practices.

5.1.7. Establishing Rapport

There are three basic features of interaction to build relationship with others: to examine mutual goals, keep non-verbal communication positive (such as facial expressions or body gestures), and instill positive feelings in others. It is, therefore,

significant to set shared goals. If there is no matching and mirroring, it refers to lack of understanding between individuals which can be a challenge in achieving their outcomes. Emotional realization refers to a significant aspect of building rapport since it avoids creating negative feelings in others regarding our certain position. Accompanied by emotional realization, matching and mirroring voice, tone and flow of a conversation for others' feelings establish rapport among individuals (Andreas & Faulkner, 1994).

In a language classroom, creating rapport with language learners cannot be ignored due to the same factors as discussed above. The teachers cannot grasp the minds of their learners if they do not pay attention to matching patterns with their learners. Eye contact, body language, paying attention to their learners' needs, and showing empathy are effective classroom strategies which can be used by teachers to build rapport with their learners. Though it important to remember that teachers may not have a good rapport with all the classes they teach equally since it highly depends on personalities (as we discussed before if we get into comfortable position with others then we are able to match and mirror only). That is why teachers have good rapport with one class and bad with another (Rapport). The following statements have elaborated the concept of rapport internally possessed by the university teachers unintentionally: *Figure 5.30* Establishing Rapport factor with reference to Q.1

1. I show my interest to the topics presented by my students.
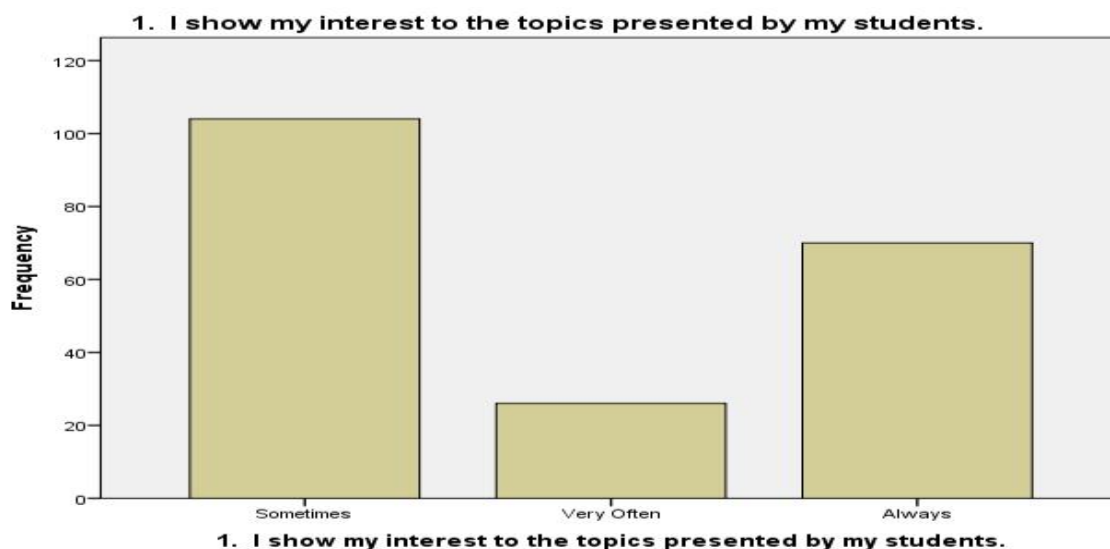
Showing interests to the topic presented by students is only possible if there is matching and mirroring in the classroom. Teachers, if give the image to their students (that they also like the topic which their students have chosen), they both can come in rapport with each other. For the above statement, 104 English language teachers

selected 'sometimes', 26 'very often, and 70 'always'. The options: 'never' and 'rarely' were not chosen by any one.

Figure 5.31 Establishing Rapport factor with reference to Q.2

2. In answering the questions, I give hints to the students.
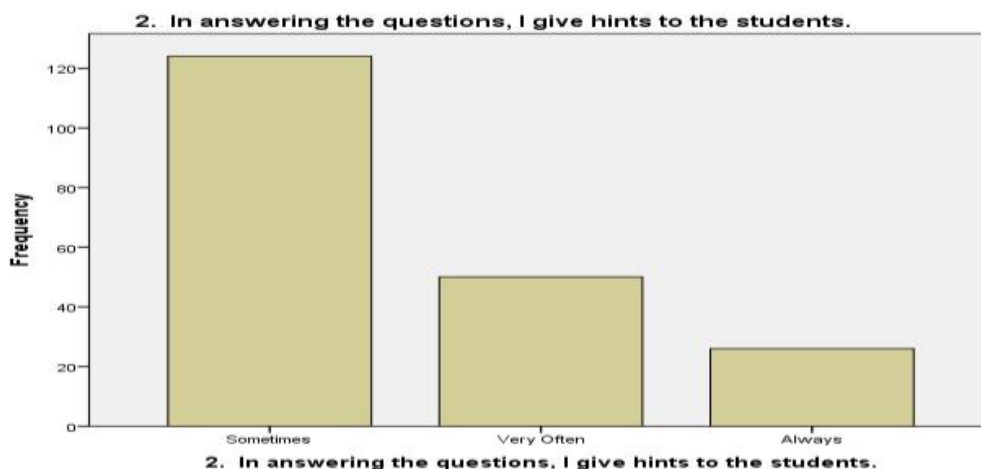
To be in a comfortable position is a real challenge for ELT classes where students feel anxiety and stress for not picking up the things their teachers intend to teach them. Giving hints to students is to provide empathy-an important part of establishing rapport. If teachers give hints to their learners during an activity, it reflects their empathetic attitude towards them. Learners, then, feel themselves in a comfortable zone where their position is not threatened by their teachers. The frequency for the above statement is: 124 selected 'sometimes', 50 'very often, and 26 'always'. The options: 'never' and 'rarely' again did not exist. The majority chose the option 'sometimes' whereas the option 'always' did not occur frequently. It shows comparatively less awareness regarding hints as an effective tool for developing understanding of complex parts of any activity.

Figure 5.32 Establishing Rapport factor with reference to Q.3

3. While teaching, I use some of the words or phrases used by the learners.
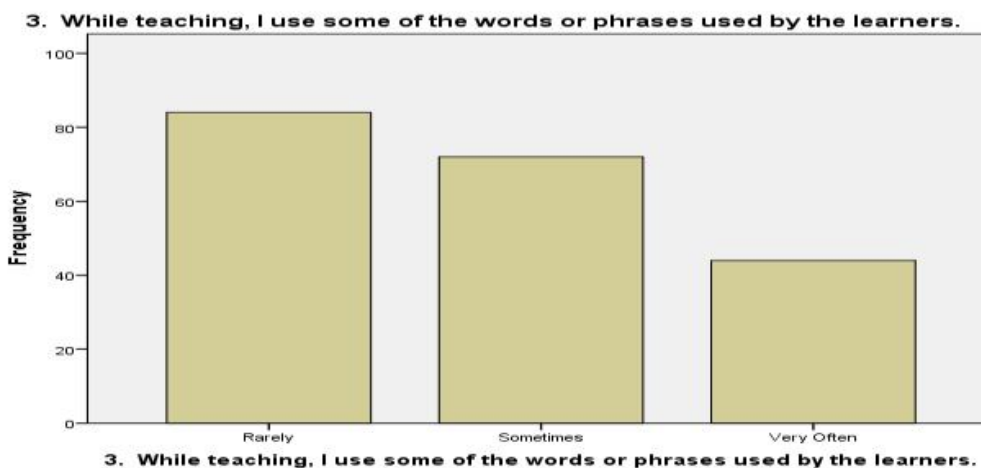
Since we discussed earlier that matching and mirroring is essential to building rapport, it is hard to help students learn concepts if we do not facilitate our learners' level of progress. It can be seen that 84 teachers selected 'rarely', 72 'sometimes', and 44 'very often'. No one selected the options: 'always' and 'never'-the two extremes. Majority chose the option 'rarely' which reflects teachers' lack of awareness regarding learners' preferred style of learning.

Figure 5.33 Establishing Rapport factor with reference to Q.6
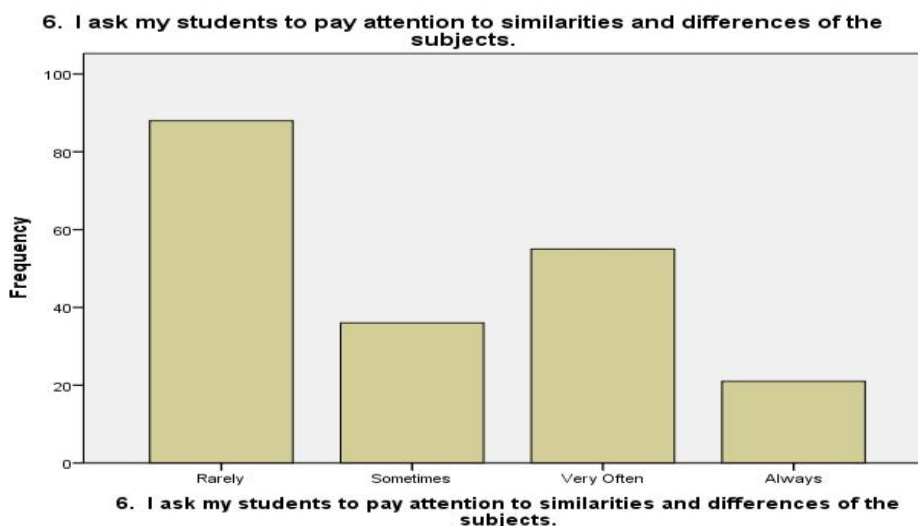
To ask students to pay attention to similarities and differences of subjects can develop critical thinking, clarity, and creativity in language learners. Via teaching comparison and contrast activities to language learners, we can make our learners able to bring precision and accuracy to their writing skills and enhance their communication skills. For comparison and contrast activity, 88 teachers picked the option 'rarely', 36 'sometimes', 55 'very often', and 21 'always'. The majority chose the option of 'rarely'. And the next most chosen option was 'very often'. The option 'never' was not chosen by any language teacher.

Summary of Factor 7:

❖ Out of four statements, the option 'rarely' was picked by majority of the teachers for two statements (3 & 6). Whereas the option 'sometimes' was chosen by most teachers for the other two statements (1 & 2).

❖ For all the four statements, no one chose the option 'never'.

❖ The most chosen options for the above factor were: 'rarely', 'sometimes' and 'very often'

❖ The option 'always' was picked by few teachers only for all statement constituting this factor.

❖ All the five options ranging from 'never' to 'always' did not occur for any of the statements.

The above summary draws attention to the teachers' perception that they are not fully aware of the concept of building rapport and the various ways where building rapport becomes stress-free and assure an effective learning process.

5.1.8. Emotional and Cognitive Boosters

Pishghadam (2011) considered emotional and cognitive boosters as one of the significant aspect of language teaching practices. To create an emotional environment in a classroom is crucial to grasp learners' attention. Statements 10, 17, and 22 are constructed to evaluate the capabilities of teachers for creating an effective learning environment whereas statement 19 and 20 refer to the strategies which can be taken to increase learners' cognitive abilities.

Figure 5.34   Emotional and Cognitive Boosters factor with reference to Q.10
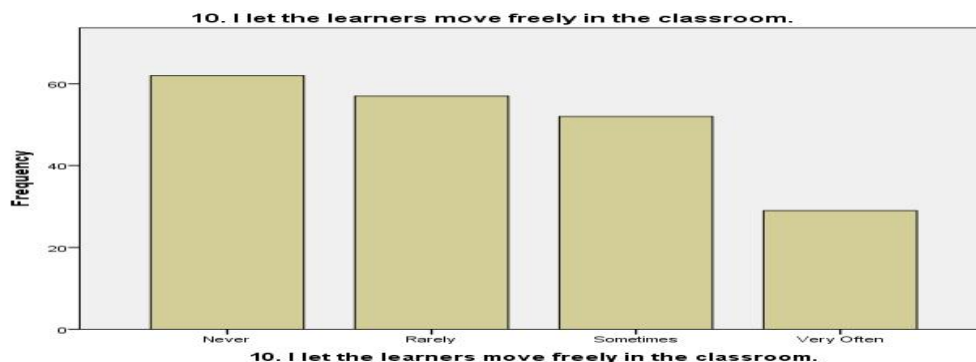
Sitting with discipline in a classroom while teacher is delivering the lecture is an essential part of a traditional classroom. However, it is not a standard. Some Duke researchers in 2011 found that learners lose their attention and level of concentration after some time while sitting continuously in traditional way via listening to their teachers. The study proposed that some time should be allocated to a physical activity in a classroom settings to refresh learners' minds. When learners are allowed to move freely in classrooms, it enhances their cognitive abilities and improves the learning process (Abdelbary, 2017). For this statement, 62 teachers opted 'never', 57 'rarely', 52 'sometimes', and 29 'very often. The majority chose the option 'never'. Most of the teachers chose the option 'never' and the second most chosen option was 'rarely'. The option 'sometimes' also picked by few teachers. The selected options reflect

teachers' lack of knowledge regarding the useful patterns of moving freely in a classroom. They may have considered it either as a violation of classroom discipline or a distraction from teaching practices.

Figure 5.35 Emotional and Cognitive Boosters factor with reference to Q.17
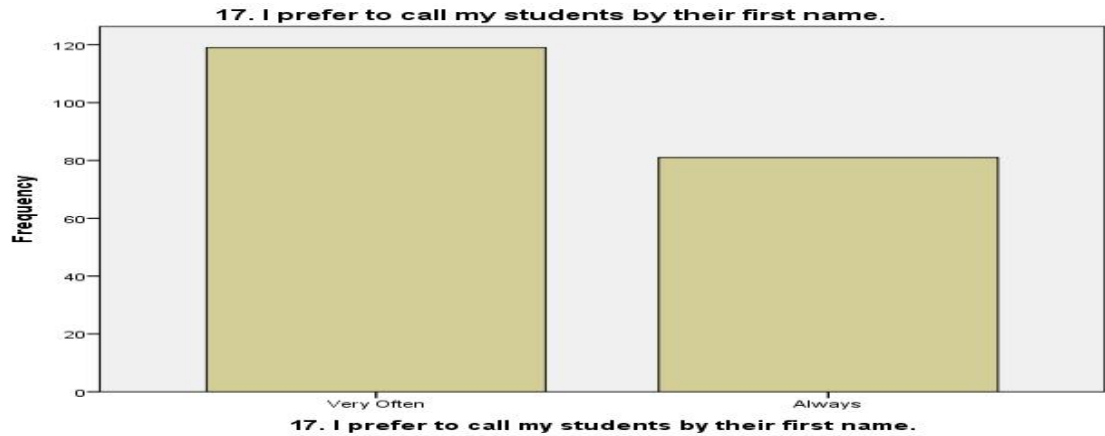
Calling students by their first name is a very first step that teachers need to be familiar with their learners. Professor Kent Syverud (1993) considered the best teacher in one's life is the one who could call him by name. Teachers who do not prefer to remember their students names are declared as apathetic and standoffish by their learners. Taking name of the student to appreciate and encourage him makes the student the part of domain of an active learning process. It is a challenge for teachers to create impact on their learners without developing an association with them (Glenz, 2014). Only two selected options: 'very often' and 'always' were found for the above statement by English language teachers; 119 teachers marked the option 'very often, and 81 'always'.

Figure 5.36   Emotional and Cognitive Boosters factor with reference to Q.19
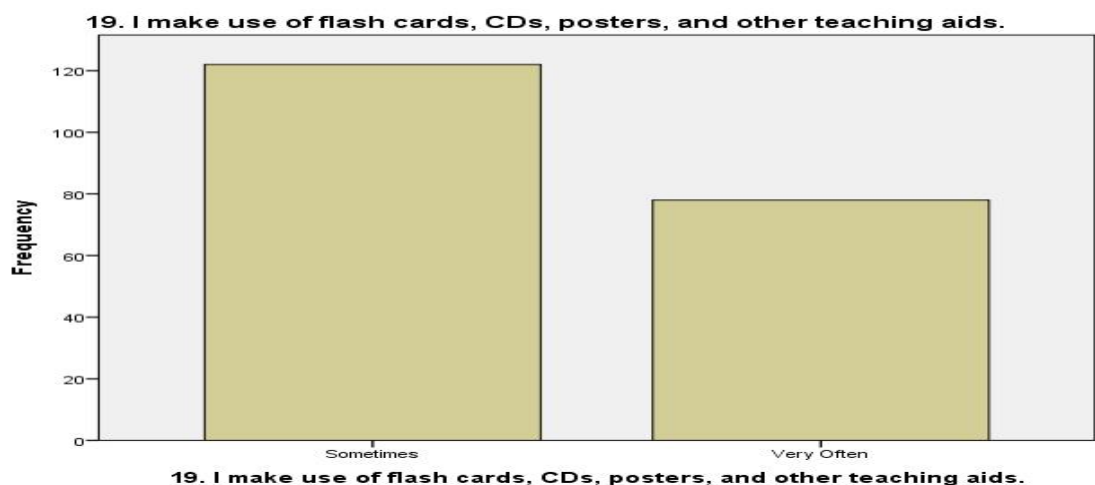
Two options were found only for this statement: 'sometimes' and 'very often'. The most chosen option was 'sometimes'. The chosen option reflects the significance of visual aids to a language teaching process. Among 200, 122 teachers chose 'sometimes', and 78 selected the option 'very often. Negative options such as 'never' and rarely' did not exist for this statement. The one extreme option which could reflect a smooth flow of teaching practices 'always' was also not chosen. This statement by Pishghdam (2011) is directly related to a language pedagogy. The statement makes known the fact that teaching practices often integrate visual aids for an effective learning process. Cuban (2001) concluded as findings of his research that people remember the classroom learning with the help of their senses (an important part of NLP) in the following way: 83% from sight, 1% from taste, 11% from hearing, 1.5% from touch, and 3.5 % from smell. Moreover, people remember 30% from their sense of sight and 20% from hearing. Sense of sight is found superior to other senses. Moreover, he mentioned that people remember 50% of what they see and hear (combination of senses play more significant role). Visual aids facilitate learning process remarkably; what is visualized is remembered for a longer time. Further to teach grammar, vocabulary, and conceptual clarity to individuals, visual aids are essential to add to teaching practices (Shabiralyani, Hasan, Hamad, & Iqbal, 2015). *Figure 5.37* Emotional and Cognitive Boosters factor with reference to Q.20
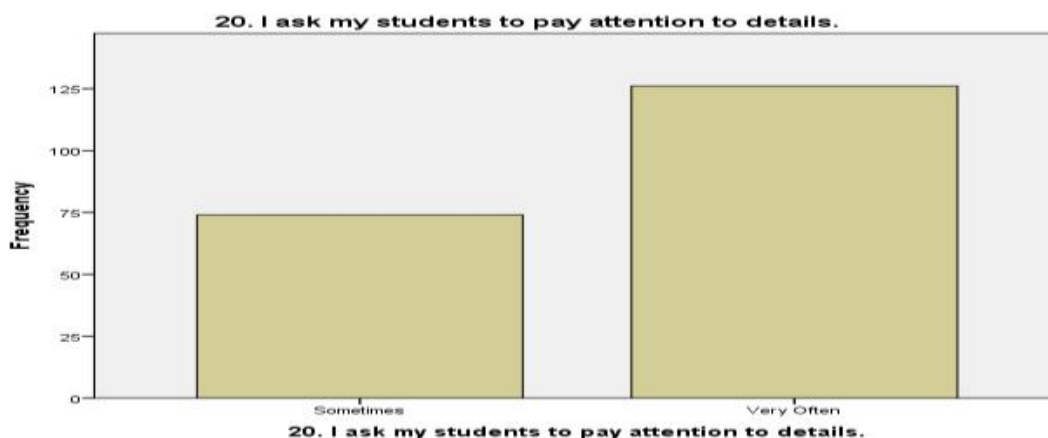
Seeing students' attention diverted and distracted from teaching practices in the classroom is a very common practice. For this question too, there were only two most picked up options: 'sometimes' by 74 teachers, and 'very often' by 126. The most chosen option was 'very often'. The majority chose the option 'very often' to depict the significance of bringing students back to their classroom activities. Continuous reminders can help students to stay attentive and active. Other options: 'never', 'rarely'

and 'always' were not chosen by any teacher. Teaching practices cannot be effective if students are not attentive so it could be a reason of such selection by teachers. Teachers usually complain about their students' lack of attention during the lectures. Instead of complaining about students' lack of attention in the classroom, teachers should have some interactive strategies which could engage students in a class actively. Reason for lack of attention in the classes may be boring lectures since more motivated learners pay more attention whereas less motivated learners are less interested in classes which affects their learning process (Bunce, Flens, & Kelly, 2010).

Figure 5.38   Emotional and Cognitive Boosters factor with reference to Q.22

Though the ideas of an effective pedagogy in accordance with the interesting stories, narrating events, and demonstrating concepts puts immense emphasis upon Teacher Talk Time, (TTT) yet teachers have to minimize their TTT for better learning outcomes. To talk about themselves and their experiences develops a sense of community in the classroom. The development of a sense of community can help to build rapport with learners and eventually boost up their emotional and cognitive abilities. For this statement, 36 opted 'never', 62 'rarely', 52 'sometimes', 21 'very often, and 29 'always'. The majority chose the option of 'sometimes'. And the next most chosen option was 'very often'. All the five options were chosen (for this statement among all the other statements for this factor), reflecting teachers' ignorance regarding sharing experiences in the classroom for effective teaching practices. Since 36 teachers chose the option 'never', it proposes they might have considered it a negative quality to talk about themselves in the classes or they proposed classes as more student oriented. However, the option 'sometimes' picked up by 52 teachers

reflects their appropriate attitude to teaching practices since 'sometimes' is a moderate option to discuss teachers' experiences with their learners. The option 'rarely' as chosen by 62 teachers suggests teachers are not aware of establishing rapport via bringing themselves equal to their learners for inspiring them. Summary of Factor 8:

- ❖ The most chosen option out of 5 statements for this factor was: 'very often' which occurred for two statements: 17 and 20.
- ❖ The options 'never', 'rarely', and 'sometimes' existed more frequently for the statements 10, 22, and 19 respectively.
- ❖ For only one statement (22), all the five options existed.
- ❖ The option 'always' was chosen only by few teachers for this factor.
- ❖ The most chosen options for this factor were: 'sometimes' and 'very often'.

The above findings of the factor from the questionnaire signify the teachers' perception that they prefer emotional and cognitive boosters often but do not always employ them. It proposes the crucial nature of emotional and cognitive boosters for teaching practices for effective language pedagogy.

5.2 Discussion of Results

Items	Valid	Mean	Std. Deviation	Variance	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis	Minimum	Maximum	Percentiles 25	50	75
1. I show my interest to the topics presented by my students.	200	3.83	0.919	0.845	0.345	0.172	-1.737	0.342	3	5	3	3	5
2. In answering the questions, I give hints to the students.	200	3.51	0.716	0.512	1.044	0.172	-0.296	0.342	3	5	3	3	4
3. While teaching, I use some of the words or phrases used by the learners.	200	2.8	0.777	0.603	0.364	0.172	-1.255	0.342	2	4	2	3	3
4. I help my students with less ability.	200	3.76	1	1	-0.131	0.172	-1.154	0.342	2	5	3	4	5
5. When the learners do not understand something, I present it in a new way.	200	3.94	0.73	0.533	0.101	0.172	-1.111	0.342	3	5	3	4	4
6. I ask my students to pay attention to similarities and differences of the subjects.	200	3.05	1.067	1.139	0.436	0.172	-1.219	0.342	2	5	2	3	4
7. I give my students the words needed for a conversation.	200	3.91	0.834	0.695	0.171	0.172	-1.543	0.342	3	5	3	4	5
8. I pay attention to the language learners' eye movements.	200	3.14	1.026	1.052	0.177	0.172	-0.792	0.342	1	5	2	3	4
9. To ensure learners'' understanding and to remove the ambiguities, I ask them some questions.	200	4.67	0.522	0.272	-1.254	0.172	0.57	0.342	3	5	4	5	5
10. I let the learners move freely in the classroom.	200	2.24	1.048	1.098	0.273	0.172	-1.145	0.342	1	4	1	2	3
11. I give enough time to the language learners to write down notes and do class activities.	200	4.22	0.782	0.612	-0.398	0.172	-1.26	0.342	3	5	4	4	5
12. I try to create a positive feeling in my students toward language learning.	200	4.14	0.714	0.509	-0.203	0.172	-1.015	0.342	3	5	4	4	5
13. I create new challenges for my students.	200	3.59	0.983	0.967	0.098	0.172	-0.405	0.342	1	5	3	3	5
14. When the language learners do not understand a subject matter, I write it down on the board.	200	3.97	0.719	0.516	0.052	0.172	-1.049	0.342	3	5	3	4	4
15. If needed, I ask the language learners to speak clearly.	200	3.55	0.861	0.741	0.058	0.172	0.478	0.342	1	5	3	3	4
16. For holding a dialogue, I present the required grammar.	200	4.09	0.846	0.715	-0.173	0.172	-1.584	0.342	3	5	3	4	5
17. I prefer to call my students by their first name.	200	4.41	0.492	0.242	0.39	0.172	-1.867	0.342	4	5	4	4	5
18. I welcome new and creative answers.	200	4.62	0.488	0.238	-0.476	0.172	-1.791	0.342	4	5	4	5	5
19. I make use of flash cards, CDs, posters, and other teaching aids.	200	3.39	0.489	0.239	0.454	0.172	-1.812	0.342	3	4	3	3	4
20. I ask my students to pay attention to details.	200	3.63	0.484	0.234	-0.543	0.172	-1.723	0.342	3	4	3	4	4
21. I pay attention to individual differences.	200	3.44	0.781	0.609	-0.951	0.172	-0.696	0.342	2	4	3	4	4
22. I talk about myself and my own experiences in the classroom.	200	2.73	1.284	1.648	0.426	0.172	-0.816	0.342	1	5	2	3	3.75
23. I ask my students of my teaching and speaking rate in the classroom.	200	3.42	1.2	1.441	-0.188	0.172	-1.01	0.342	1	5	2	3	4
24. I make use of only one teaching method.	200	1.9	1.009	1.019	1.071	0.172	0.1	0.342	1	4	1	2	2
25. I assign a special duty for every individual.	200	3.06	0.734	0.539	-0.479	0.172	0.066	0.342	1	4	3	3	4
26. During the teaching process, I write down the new material on the board.	200	4.06	0.451	0.203	0.239	0.172	1.896	0.342	3	5	4	4	4
27. All my students' opinions are important to me.	200	4.34	0.798	0.638	-0.691	0.172	-1.09	0.342	3	5	4	5	5
28. I get my students' ideas of the topics presented in the class.	200	4.13	0.612	0.375	-0.078	0.172	-0.386	0.342	3	5	4	4	5
29. For better learning and understanding, I ask the learners to take notes.	200	4.3	0.687	0.472	-0.469	0.172	-0.826	0.342	3	5	4	4	5
30. I write down the new subject material on the board as a model.	200	4.52	0.68	0.462	-1.073	0.172	-0.102	0.342	3	5	4	5	5
31. I inform my students of their progress.	200	4.04	0.57	0.325	0.005	0.172	0.109	0.342	3	5	4	4	4
32. I give feedback to my students' correct and incorrect answers.	200	4.03	0.916	0.839	-0.05	0.172	-1.815	0.342	3	5	3	4	5
33. I run the class in a formal way.	200	2.22	1.356	1.838	0.507	0.172	-1.226	0.342	1	5	1	1	3
34. I correct all the language learners' errors.	200	2.54	1.129	1.275	0.281	0.172	-0.664	0.342	1	5	2	3	3
35. I ask successful language learners to talk about their personal ways of progress in the classroom.	200	2.76	1.02	1.04	0.651	0.172	-0.858	0.342	1	5	2	2	4
36. I expect my students to adjust themselves to my teaching rate.	200	2.44	0.889	0.79	-0.12	0.172	-0.765	0.342	1	4	2	3	3
37. The learners can form groups freely.	200	3.44	1.141	1.302	-0.996	0.172	0.249	0.342	1	5	3	4	4
38. I do not make use of encouragement for my students' progress.	200	1.71	1.155	1.335	1.406	0.172	0.963	0.342	1	5	1	1	3

For the first factor, 'flexibility', the most chosen options occurred either on the left side or in the center of the data set such as 'never' and 'sometimes', and the option

such as 'always' and 'rarely' existing on the right side were chosen by few teachers only. For the second factor of anchoring, the gathered data reflected the center and the right side is most marked as compared to the left since the options of 'very often' and 'sometimes' were chosen frequently. For the third factor of elicitation, the selected options usually occurred on the right side and in center. For the fourth factor 'modelling', the most chosen options were selected on the right side such as 'very often' and 'always'. For factor 5, the most options were picked on the right side as compared to the left one. For factor 6 there were more chosen options on right side and in center too. For factor 7, the same aspect of ratio can be noticed as more values occurred on the right side and in center. For the last factor 8, the most chosen options were found on the right side of the data set.

The negative values were noticed for both skewness and kurtosis. The data shows that for Skewness, there were more negative values. The negative values took place for the following questions: 4, 9, 11, 12, 16, 18, 20, 21, 23, 25, 27, 28, 29, 30, 32, 36, and 37. On the other hand, as it can also be noticed in the table that for Kurtosis, there were all negative values except few positive values which occurred for the following questions: 9, 15, 24, 25, 26, 31, 37, and 38.

The above table shows that there was not a normal distribution of the values. Either they occurred more frequently on one side or the other. The negative values of kurtosis occur throughout the table. Few negative values do occur for skewness in the table too which symbolizes the lop-sided distribution of the curve. If there are positive values for skewness, they indicate the data to be directed on the right side. On the contrary, the negative values depict more distribution of the data on the left side. The high and extreme values for both Skewness and Kurtosis are reflection of data against the normal distribution of a data set.

All the eight factors which Pishghadam (2011) constructed along with his colleagues draw a clearer picture for understanding teachers' perception regarding ongoing teaching practices at various places for ESL/EFL learners. Teaching any foreign or second language effectively is a quite challenging task which many teachers might not be aware of- in terms of the above factors. The above eight factors are noteworthy due to the following reasons: First, all language learners particularly in context of Pakistani education system are unable to take part in real life communication effectively due to lack of awareness of various ESL/EFL principles by English language teachers. Second, Learners come from diverse background and

possess diverse needs which need to be understood in the light of the above-mentioned factors. Third, teachers are not given any proper training in most of the cases which could teach them regarding new and recent trends and approaches in English language pedagogy or effective ESL/EFL principles which facilitates both teachers and learners in a number of ways: motivated teachers have motivated students, interesting material brings an active participation, strategies to keep students engaged are derived from interactional patterns employed by teachers, giving short breaks is essential to keep student energetic and enthusiastic for various activities, and let students share their experiences to the fullest help them gain confidence and develop sense of community. In brief, all factors lead and correspond to one another and also intertwined for an effective pedagogy. The inclusion of one factor leads to inclusion of another. Motivation for teachers and learners is the basic concept behind the construction of all these factors.

The above results strengthen the significance of NLP techniques for English language teachers. Moreover, they are similar to few other studies which concluded NLP techniques of mammoth significance for effective ESL/EFL classrooms. For instance, the study conducted by Abuzaifah (2007) on Saudi students was designed to replace the negative assumptions (held by Saudi EFL learners) with the positive ones and the old learning strategies with the new and efficient long-term strategies to bring improvement in teaching English as a foreign language. Saudi EFL learners have always been noticed facing numerous and various issues in learning English language regardless of the fact how many efforts have been incorporated in educational policies for improving their learning capabilities.

Similarly, the study conducted by Hayat Eid Alroudhan (2018) on "Effects of Neurolinguistic Programming Coaching on Learning English", aimed at identifying usefulness of NLP techniques for English language learners, and explored the efficacy of NLP techniques as useful classroom tools which can solve many ongoing issues effectively and may also make teachers develop their own responses to any classroom problems. In another study conducted qualitatively by Muhammed Salim Keezhatta (2019), on 20 NLP trained high school teachers in India via asking them open-ended questions to know teachers' perceptions regarding the role, functions, usefulness, and limitations of NLP techniques, also explored NLP techniques useful for teachers to establish rapport with learners and build a conducive learning environment.

5.3 Conclusion

The questionnaire reflecting eight major techniques of NLP by Pishghadam(2011) was employed in this study. Each question was a part of certain NLP technique so there were 38 questions referring to eight significant factors in NLP. The results found an intimate connection between NLP techniques and ELT practices which contributes immensely to considering NLP as an ELT approach. This section discussed various significant factors which affect effective language pedagogy. For instance, inclusion of various teaching methods, flexibility to cope with learners' progress, positive and effective feedback, and demonstration of newly taught material, paying attention to individual differences, leading the various activities, establishing rapport, motivating learners extrinsically and intrinsically, and providing emotional and cognitive support may facilitate effective learning process. All these factors may bring positive changes in learners' behaviour to take active part in learning, enhance learning, build self-confidence, become self-reliant, self-motivated, and hence take learning responsibility to achieve their learning goals.

CHAPTER 6

DEVELOPMENT OF SAMPLE NLP MODULE

The final objective of the present research was to design a module which could train ELT teachers in Pakistan in accordance with NLP techniques. As discussed in detail in chapter 2, these techniques are not obvious part of teaching but can be indirectly incorporated to get effective language teaching results. The results of observations (presented in chapter 4) in this regard revealed that EL teachers were not using majority of NLP elements in their classrooms. Moreover, teachers were not much aware of these techniques as well (in accordance with results of questionnaire in chapter 5). As debated earlier in chapter 2, that NLP techniques cannot be directly imposed in language classrooms; however, the awareness of these techniques would be useful to improve language-teaching process. To reiterate, the knowledge of these techniques would assist language teachers to cope up with needs of twenty first century learners (where one of the biggest issues is to make students concentrate on what they are learning). For the said purpose, the study suggests that these techniques should be given as a separate module or as a part of any language teaching module/ course which focuses on making language teaching effective. This chapter aims at designing the module for ESL/EFL teachers in terms of NLP principles and techniques, based on findings of data analysis provided earlier.

6.1 Development of Module

Teaching English is not an easy task if the teachers aim to produce a fully equipped language user: who is proficient in literacy skills; who can perform better in oral skills; who can work with emotional and cultural competencies; etc. Thus, to teach a module means to make them well aware of the objectives and desired outcomes. Keeping in view, each unit in this module works with some objectives and a list of required outcomes.

The model module consists of four units as presented below:

Unit: 01

 An Introduction to NLP

Course Description

This course of NLP was designed to help ESL/EFL teachers in Pakistan for effectively teaching their learners regardless of their diverse backgrounds, lack of

motivation and interests, and a variety of individual differences. Teachers are usually not trained in ESL/EFL fields and this course helps EL teachers' perception to be molded positively to help their learners for achieving their learning outcomes. It aims at describing various concepts underlying the idea of Neurolinguistic programming while illustrating the variety of assumptions. Also, it effectively explains numerous NLP models which may act as a magical wand to help teachers facilitate their students achieving their desired outcomes without developing stress and anxiety. The course also suggests various ways whereby NLP is effective in NLP and can be incorporated effectively into ELT to being about an efficient and inspirational ELT process.

Objectives

The first unit aims at:

❖ Defining and explaining the concept of Neurolinguistic Programming (NLP)

❖ To explain History of NLP to reveal its significance

❖ To make teachers aware about basic principles and techniques of NLP

❖ Develop understanding regarding various models in NLP

Outcomes

At the end of this unit, the teachers should be able to:

❖ Talk about NLP and illustrate its concept

❖ Discuss various assumptions of NLP

❖ Speak about basic principles and techniques of NLP

❖ Illustrate various models in NLP

Course Contents:

What is NLP?	❖ The underlying Concept of NLP i.e. what constituted and evoked the concept of NLP
	❖ History of NLP
	    o (Who were the Pioneers of NLP and how and why did they present the concept of NLP? What was their hidden motive or vision behind its origination)
	❖ Various definitions of NLP
	    o (How various people from diverse fields of life understood the concept of NLP?
	❖ Various schools of thoughts regarding the concept of NLP i.e. positive criticism on NLP and negative criticism on NLP

Principles of NLP	How is presupposition a linguistic concept that NLP has taken its roots from?
	What are the principles and presuppositions of NLP?
The Six Basic Principles of NLP- The Pillars of NLP	❖ Your emotional state and level of skills ❖ presuppositions ❖ rapport ❖ Outcome ❖ Feedback ❖ Flexibility
Thirteen Presuppositions in NLP by Revell &Norman(1997)	1. People respond to their experience and not to the reality 2. A Choice is always better than no choice 3. People make perfect choices in their time span 4. People work flawlessly 5. All actions which people perform are performed with an intention 6. People perform every action with a positive intention 7. The unconscious mind stabilizes the conscious mind 8. Communication is not only defined as what you convey but also what you receive as a result of communication 9. Mind and body are one single unit 10. We have all resources that we need to gain our desired outcomes 11. All information is processed via our senses 12. Modelling leads to excellence 13. Understanding means to act upon (Revell & Norman, 1997)
The Representation System in NLP-Use of Senses	❖ Kinesthetic ❖ Visual ❖ Auditory ❖ Olfactory ❖ Gustatory
verbal and non verbal patterns of language	❖ communication patterns ❖ eye movements, breathing, gestures and postures
Techniques of NLP	❖ Flexibility ❖ Modelling: matching & mirroring ❖ Reframing ❖ Anchoring ❖ Swish ❖ Pacing and leading ❖ Individual differences ❖ Establishing rapport ❖ Motivation ❖ Emotional and Cognitive boosters
Models in NLP	The Meta Programmes in NLP The Milton Model The Outcome Model

Bandler (1985) declares NLP as a learning process to undergo various changes in one's current state of mind. Since teachers with the help of NLP, may learn how to bring improvement to their thinking patterns via exploitation and manipulation of their brain activities, this chapter holds significance for introducing NLP to English language teachers. This introductory chapter presents an insight into the concept of NLP as driven from already formed and well-recognized theories from the diverse fields. It will help teachers to understand theoretical underpinnings of NLP; the various underlying concepts and theories. The pillars, presuppositions, principles, techniques, and models of NLP will develop an effective understanding in English language teachers with reference to its practical application in the ELT world.

Teachers are usually not aware of various NLP techniques and principles as Ramganesh and Paulraj (2015), suggested through their research on teachers' educators (who were receiving teacher training program for their development), that teachers were not fully aware of NLP principles such as individual differences, rapport development, emotional and cognitive boosters, elicitation, and flexibility etc. Also, Durham Project, which was designed for giving teachers training, found that NLP trainings benefit schools by improving their teaching styles. Benson and Carey (2006) summarized the results of their project via analyzing 111 articles on NLP and majority of the studies revealed significant effects (which NLP trained teachers can create on teachers and their learners). This project trained teachers in terms of theories and techniques of NLP. There are numerous such studies which have been mentioned in literature review of the thesis, exposing positive significant relation between NLP training on teachers and successful output from students such as one study carried out on 24 research articles by Carey, Churches, Hutchinson, Jones and Tosey (2009).

Unit: 02

Link between Language Teaching and NLP

Objectives

- ❖ To discuss numerous ELT perceptions/perspectives
- ❖ To understand students' role for smooth classroom learning environment
- ❖ To explain a teacher's role in language learning process
- ❖ To draw a link between principles and techniques of NLP with ELT practices

Outcomes

Teachers should be able to understand and discuss:

- ❖ Their significant role in a language classroom
- ❖ Their learners' basic requirement to take part actively
- ❖ Their perceptions as affecting their learners' learning process
- ❖ Connection of learners' outcomes with their teaching methodologies

Outline

Kinds of Learning	Two basic kinds of learning:
	   ❖ simple learning
	   ❖ generative learning

NLP in ELT	

NLP Practices in ELT	❖ What is Humanistic approach to language teaching?
	❖ How does NLP fall as a set of techniques under the umbrella term of humanistic and behaviorual psychology?
	  ❖ What is representation system in NLP and how is it connected to ELT?
	   Why have educationists, English language teachers, and linguist talked about NLP in ELT?

NLP and Teaching – Learning relation	❖ Preferred representation system in all humans
	  ❖ The use of predicates to detect preferred senses
	   ❖ Behaviour as a tool to determine preferred representation system in learners.
	  Nine features of such relation by Tosey and Mathison(2003):
	   1. A cybernetic loop and a reciprocal feedback and communication system
	   2. Map is not a territory
	   3. Reality is perceived via senses
	   4. Reflection of people behaviour through verbal and non-verbal means
	   5. All learning is followed by behaviour formation-everything can be learned and accommodated accordingly in human brain with efforts
	   6. Learning is always affected by neuro-physiological state
	   7. Behaviour and beliefs are modified by teachers via certain NLP techniques
	   8. Teacher's behaviour directly affects learning process
	   9. Teachers' language patterns affect students' thinking patterns.

The four stages of traditional learning:	• Unconscious incompetence • Conscious incompetence • Conscious competence • Unconscious competence(Freeth, 2013, p.40)

Learning and logical Levels in learning:	• Identity-
	  who are we?
	  I am a teacher.
	• Beliefs and values possessed by us I could be really a good teacher.
	• Behaviour/attitude-What I am doing currently
	• Capabilities- what am I capable enough to do? I can teach.
	• Environment- where we exist/learn I will be teaching this subject.
	  (Freeth, 2013, p.43)

English Language teaching is not as simple as it is usually perceived by teachers around the globe. Teaching English language becomes a more challenging job when it has to be taught as a second or foreign language since language is a reflection of its users and every language comes with its fiddly features (which are hard to be digested by second or foreign language learners). Therefore, experts have recurrently emphasized upon the methods and methodologies which can embark upon such differences effectively. McBer (2000) declare professionalism, assumptions, thinking patterns and leadership qualities in teachers of momentous significance for their students' achievement. Also, Hattie (2012) proposed the role of teachers as influential figures who are responsible for their learners' progress. NLP draws on such relation between English language teaching practices and teachers' role to inspire the minds of their learners. The second unit of this module is hence designed to enable English language teachers to understand the crucial link between NLP and ELT.

This chapter has included all the essential and crucial connections which could relate the English language teaching practices to the field of NLP in the meaningful way. The difference between simple and generative learning has to be drawn in order to make teachers understand the concepts need to be generated for critical thinking and creativity. Learners may only develop further concepts with the help of already provided appropriate stimulus. If stimulus is sufficient, numerous relevant responses can be generated successfully. The explanation of Humanistic and behavioural

philosophies are mentioned to illustrate the origin of NLP from well-established theories which share their roots with NLP. The understanding of learners' preferred representation system and teachers' usage of appropriate verb phrases are quite significant to help learners yield a variety of responses. The various stages of learning and logical level in learning, the nine features expressed by Tosey and Mathison (2003) are essential to be taught to clarify teachers regarding their crucial role for their learners' learning process.

Teachers can effectively enhance learners' capabilities if they change their own perception regarding English language teaching practices. In Pring's (2010) perspective, teachers' self-evaluations and their judgement of their practices and their learners' capabilities influence learning environment. Petty (2009), in his evidence based educational model, suggests teachers to think on the following grounds to understand: what works, when works, is it working in present situation, and how it can be made to work. Likewise, according to Hattie (2009), feedback, when provided by students about their teachers' methodology is very effective. Petty (2009) also considers those teachers as effective ESL teachers who keep on taking feedback from their learners in order to develop their own teaching methodologies which can match their learners' learning styles.

Moreover, teachers are responsible for creating pleasant classroom environment for their learners, Muijs and Reynolds (2011) stated numerous studies to recognize classroom environment as a significant factor for students' achievement. In Viera and Gasper's opinion (2013), the environment of schools as well as teachers' role in schools, have changed with the passage of time. They found teachers as creating a major influence on progress of their students in a classroom. Besides feedback, assumptions which students hold, environment, communication patterns, and setting goals are major factors which can affect students' performance in a classroom. Therefore, this chapter is significant to be taught to English language teachers.

Unit: 03

Effectiveness of NLP in ELT

Objectives

The unit aims at creating awareness regarding:

- ❖ Benefits of using NLP for teachers
- ❖ Benefits of achieving learning outcomes with NLP

❖ Benefits of efficient and effective learning process

Outcomes

Teachers should be able to:

❖ Make teaching practices pleasant for them and for their learners

❖ have an anxiety and depression free learning environment where students remain in their comfort zone

❖ to give more learning opportunities and better learning environment to their learners

OUTLINE

The human Brain in NLP and learning process The Use of Language in NLP and Learning Process	❖ The concept of State in NLP ❖ The concept of conscious and unconscious mind in NLP ❖ The ideas of beliefs and outcomes in NLP ❖ The Language of Neurological Levels ❖ The Formula to Learning Process by Freethe
NLP Techniques and ELT	❖ Flexibility and ELT ❖ Motivation and ELT ❖ Communication and ELT ❖ Rapport and ELT ❖ Reframing and ELT ❖ Modelling and ELT ❖ Anchoring and ELT ❖ Emotional and Cognitive Boosters and ELT ❖ Pacing and Leading and ELT ❖ Individual difference and ELT

Churches and Terry (2007), perceived the occurrence of effective pedagogy for those teachers only who understand that teaching process initiates with teachers' abilities to control their internal representation system such as their senses via dealing with learners' behaviour. NLP provides teachers with the tools which can improve their communication patterns: interpersonal and intrapersonal. The language which can inspire human brain: the conscious and unconscious human brain, is a primary concern of NLP. Indeed, the principles and techniques of NLP take their roots from the effective language patterns employed by therapists and observed and examined by its pioneers.

Additionally, Language becomes a persuasive and motivational tool when it is used positively. Teachers, who follow NLP principles and employ NLP techniques

may set their goals and achieve targets expediently. According to UNESCO Report, teachers find themselves hard to be changed for few common reasons: oblivious of the fact that change is essential with time, teachers do not know those ways which can help them changes their current state, find those innovative ways as quite challenging to be adopted, and the assumption that students' behaviour will remain same despite the changes they bring to themselves (Anderson, 2014). The beliefs of teachers and how they create impact on learners' outcome- is a central concept in NLP that teachers and academicians have observed as an intimate link between NLP and ELT. To be brief, there are numerous strategies which enhance effectiveness of NLP in ELT (discussed in literature review of this study). This chapter includes the discussion on well recognized NLP techniques as crucial to be understood by English language teachers such as the use of: flexibility, motivation, communication, rapport, reframing, modelling, anchoring, emotional, and cognitive boosters, pacing and leading and individual differences. All these NLP techniques refer to the basic concept of NLP that map is not the territory.

Unit: 04

How to Incorporate NLP Techniques in EL Classroom?

Objectives

- ❖ To discuss various ELT experts' opinions regarding incorporating NLP techniques into ELT world
- ❖ To engage teachers in discussion regarding variety of classroom activities in relation to NLP
- ❖ To help teachers design activities in ELT in relation to NLP
- ❖ To make teachers understand the variety of classroom techniques to improve teaching practices

Outcomes

The teachers would be able to:

- ❖ Elaborate upon their classroom activities in relation to NLP
- ❖ design activities in ELT in relation to NLP
- ❖ Reflect upon the variety of classroom techniques to improve teaching practices

Five keyways where NLP enhances ELT Practices	Revell and Norman (1999) presented five key ways which can be used to effectively enhance teaching practices:
Setting goals	The worksheet as provided by Revell and Norman (1999) will be used to help teachers set goals for their teaching practices
Achieving goals	The worksheet as provided by Revell and Norman (1999) will be used to help teachers achieve goals which they have set earlier The worksheet as provided by Revell and Norman (1999) will be used to help teachers clarify their goals which they have achieved earlier.
Clarifying goals	
The idea of personal profile questionnaire from Revell and Norman	Fifteen questions are proposed by Revell and Norman (1999) which can be adapted by teachers according to their particular situation. ❖
Representation system test ❖ Visual activities ❖ Listening activities ❖ Tactile activities ❖ Psychomotor activities ❖ Language generators ❖ Engaging emotions ❖ Multisensory activities The concept of teaching and re-teaching	The whole system will work in classroom activities where teachers make sure that their students realize their preferred representation system ❖ Various activities will be shown to teachers proposed by Revell and Norman (1999) so that they realize how teaching language can be connected to senses? ❖ All senses which Revell and Norman (1999) considered significant for students such as visual, auditory, and kinesthetic will be elaborated upon one by one in connection to their relevant activities to teach better. Worksheets will be shared from the book of Revell and Norman (1999), for all these concepts and their relation to effective teaching practices. The concept of learning by heart will then be understood if learners' preferred senses are used to teach them by providing them a variety of tasks using variety of audio-visual aids. Marjorie Rosenberg's concept of teaching and re-teaching and sensory acuity exercises

This last unit of the NLP module regarding the practical application of NLP techniques in English language teaching practices will practically enable teachers to learn by doing. Learning by doing is real learning. If all the opinions are summarized as given by NLP experts, practitioners, and trainers, the process of learning can be described in the following way: learning in the real context enables learners to communicate in their real life situations, learning is long lasting if it demonstrates, learning is facilitated if it is acquired with humanistic philosophy, learning is accelerated when it accompanies cognition, and learning is interesting if it matches with ones' preferred representation system.

Setting, achieving, and clarifying goals' worksheets boost emotional and cognitive boosters of language learners. The idea of a personal profile questionnaire including various WH questions to make learners self-aware and self-reliant, may be invigorating to reveal personal behavioural preferences to help teachers and their learners move smoothly towards accelerated learning process. The following five key ways by Revell and Norman (1999)are based on their personal experiences (as experienced English language teachers, teacher trainers, and NLP experts): first, the aspects of NLP are directly shared with learners to make them understand the contribution of NLP as an approach to English language learning; second, certain exercises and activities of NLP can either be used in their original form or manipulated to suit specific learners; third, language as a central concept in NLP which enhances NLP practices for change or betterment; fourth, language teaching activities as NLP based activities; fifth, validation of already existing ideas, theories, methodologies, and concepts of English language teaching.

Revell and Norman (1999) firmly believed that NLP techniques are already in practice in English language teaching for years but without validation. The same is the stance of the researcher in the present study. However, if teachers get training for their unconsciously or consciously gained strategies, they can achieve better outcome from their learners. The practical application of those already existing psychological theories and neurological assumptions in English language teaching may give confidence to English language teachers for continuation of their existing teaching practices. It may also assist English language teachers to understand how NLP may help their learners for their effective teaching practices.

The provided worksheets will help teachers design similar activities for their language learners to meet their learners' specific needs as needs vary when culture varies. Further, Marjorie Rosenberg's (2003) ideas of teaching and re-teaching (the English language teacher, a teacher trainer, and NLP expert), are significant to enable teachers to teach one aspect in multiple ways, when learners find any material incomprehensible via a single teaching methodology.

The worksheets in this outline will serve merely as models. All the activities which will be shared with English language teachers can be modelled in accordance with English language teachers' learning experiences to enhance their learners' capabilities with reference to social and cultural backgrounds to assure excellence-the central tenet of NLP.

Recommended Readings

- The Structure of Magic I: A Book about Language and Therapy by Richard Bandler & John Grinder
- The Structure of Magic II: A Book about Language and Therapy by Richard Bandler & John Grinder
- Frogs Into Princes *by Bandler and Grinder*
- Reframing *by Bandler and Grinder*
- NLP: The Essential Guide by Dotz
- The Big Book of NLP (Expanded)
- Modelling with NLP by Steve Andreas
- *Modeling with NLP by* Dilts
- Neuro-Linguistic Programming: Volume I (The Study of the Structure of Subjective Experience) by Dilts
- Neuro-Linguistic Programming: A New Technology for Training by Connirae Andreas & Steve Andreas
- What is Neurolinguistic Programming by Grimley
- Thorson's Principles of NLP by Joseph O'Connor
- The Spirit of NLP by Hall
- A Critical look at NLP in ELT by Russell Mayne
- NLP Workbook by Joseph O'Connor
- Comparative Evaluation of Neuro-Linguistic Programming by Yasuhiro Kotera and Michael John Sweet
- Beyond SMART? A new framework for goal setting by Trevor A. Day & Paul Tosey
- Bandler, R. & Grinder, J. 1975*, Patterns of the Hypnotic Techniques of Milton H.Erickson*
- The Role of NLP in Teachers' Classroom Discourse by Milrood
- Validation of an NLP Scale and its Relationship with Teacher Success in High Schools by Pishghadam 2011
- From Frustration to Satisfaction: Using NLP to Improve Self-Expression by Winch
- The Effect of Neuro Linguistic Programming (NLP) Techniques on Young Iranian EFL Learners' Motivation, Learning Improvement, and on Teacher's Success by Lashkarian and Sayadian

- ❖ Effectiveness of Technology Enabled Psycho-NLP on the Performance of High School Students in Spoken English by Ramganesh and Paulraj
- ❖ The Impact of Neurolinguistic Programming on EFL Teachers' Reflective Teaching by Marashi and Marziah
- ❖ Comparing NLP and Communicative Approach: A Study on Spoken Performance in ELT by H. Sezgi Sarac and Ozdag Daglioglu Yazici
- ❖ Second Language Acquisition Through Neurolinguistic Programming: A Psychoanalytic Approach by A. Delbio and M. Ilankumaran
- ❖ Application of Neuro-Linguistic Programming Techniques to Enhance the Motivation of At-Risk Student by Sabariah Sharif and Emila Rohaza
- ❖ Neuro-linguistic programming and altered states: Encouraging preparation for learning in the classroom for students with special educational needs by Voldis Kudliskis
- ❖ NLP and its Relationship with Teacher Success, Gender, Teaching Experience, and Degree: A Comparative Study by Pishghadam
- ❖ Prospective Teacher Educators' Awareness towards the Key Components of NLP by Ramganesh and Paulraj
- ❖ The Effects of Neurolinguistic Programming (NlP) Methods Towards Students' Speaking Skillby Mildan Arsdan Fidinillah
- ❖ Teaching assistants, neuro-linguistic programming (NLP) and special educational needs: 'reframing' the learning experience for students with mild SEN by Voldis Kudliskis
- ❖ Neuro-linguistic programming: its potential for learning and teaching in formal education by Paul Tosey and Jane Mathison
- ❖ Handing over-NLP-based activities for language learning by Revell and Norman
- ❖ NLP in ELT by Revell and Norman

English language teaching trainings in connection to NLP techniques have been proved instrumental to English language teachers in the past. For instance, Tsai (1999) mentioned the positive experiences of various teachers after receiving NLP trainings. They revealed strong and positive impact on their personalities after training as one teacher considered herself fully motivated to try anything fearlessly that could help her give the best learning experience to the learners. The NLP training employed those techniques which could boost self-esteem. Consequently, the teachers' views

ascertained it an effective training session which removed all barriers serving as de-motivational tool for English language teachers. The similar results were achieved in the study on teachers' training workshop by Millrood (2004) on teachers' awareness with regard to classroom discourse. This sample NLP module, designed on the findings of the observation sheet and questionnaire analysis, covers all those basic contents of the NLP approach which could develop the basic understanding regarding major NLP concepts, techniques, and activities for English language teachers.

6.2 Validation of the Designed Teacher-Training Module through Pre- and Post-Tests Method

A pretest-posttest quasi experimental design was chosen to assess the participants' pedagogical skills before and after giving them the training. For this purpose, a 90 minutes online workshop, thrice per week, over a period of four weeks for teaching four units of the module (Annexure N) was arranged for 10 teachers. The survey method was chosen for the collection of the data and the participants were chosen via purposive sampling technique and were placed in an experimental group only. The constructed and validated questionnaire by Pishghadam and Shayesteh (2011)was adapted for the said purpose (Annexure O).

The questionnaire was adapted as the questionnaire has got strong ties with all those NLP principles and techniques which were employed by the researcher in designing the module. Also, the questionnaire followed the Revell and Norman's (1997, 1999) philosophy for effective ESL/EFL pedagogy that was also adopted by the researcher in the development of the module.

The workshop's main goals were to give teachers a better understanding of what NLP entails, outline the benefits of using NLP techniques for their professional development, give teachers a chance to interact directly with NLP techniques, and provide guidance on how to incorporate NLP techniques into their teaching practices. Also, the training sessions aimed to generate insights that guide each participating teacher's assessment of their own teaching techniques.

This training program included both theoretical and practical facets of NLP. Each session started with a brief lecture to give participants a comprehensive understanding of current NLP research. Participants were also encouraged to contemplate each NLP strategy. The workshop structure was designed to provide EFL

teachers a professional development venue where they could acquire NLP principles and apply them to their teaching methods. The classes were engaging, and several NLP-aligned exercises that let teachers actively participate were incorporated into the program. Furthermore, the teachers were divided into pairs or smaller groups of 3-4 individuals each in the practical sessions. The groups then had a discussion hour and provided the teachers great opportunities to communicate effectively. Teachers were able to articulate their thoughts and ideas, talk about a problem, and find solutions to it. Also, the researcher engaged herself in their interactions. Besides, at the end of each workshop session, time was allotted for feedback. Six weeks following the training workshop, the participants answered the posttest questionnaire.

Before putting the data for analyses, it is better to measure the reliability of data through Cronbach's Alpha test. It is greater than 0.7 which is quite encouraging figure to put the data for further analyses. Cronbach's Alpha measures the internal consistency. It also shows that how closely related a set of items are as a group. A "high" value of alpha is often used (along with substantive arguments and possibly other statistical measures) as evidence that the items measure an underlying (or latent) construct.

Cronbach's Alpha is most appropriately used when the items measure different substantive areas within a single construct. Therefore, any value of Cronbach's Alpha above 0.5 would be acceptable for the required analysis. On the other hand, a higher value of the alpha is a good indicator of the reliability of the data. Hence, the value of Cronbach's Alpha may be a good indicator if it retains value of more than 0.7, so the data analysis of following database may apply this internal consistency test. George and Mallery (2003) argue the range of Cronbach's Alpha value from 0 to 1. The Cronbach's Alpha reliability (internal consistency) rules are:

1. Excellent if Cronbach's Alpha value is > 0.9

2. Good if alpha > 0.8

3. Acceptable if alpha > 0.7

4. Questionable if value > 0.6 and

5. Poor and unacceptable if Cronbach's Alpha is > 0.5".

Table 6.1: Reliability Statistics for Questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.707	0.718	25

6.2.1 Pre-Post-Tests Analysis

An investigation was made to find any significant differences in the scores conducted before and after the implementation of the module. A paired t-test (2 tailed) analysis was conducted, and the mean values of the two groups were compared. Before applying the paired t-test, tests of normality were conducted. The Shapiro-Wilks normality test is one of three general normality tests intended to detect all deviations from normality. When the p-value is less than or equal to 0.05, the test rejects the hypothesis of normality. As illustrated in Table 6.1, the p-values are .407; therefore, this can be opined that the data is normally distributed.

Table 6.1

Tests of Normality

	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	**Df**	**Sig.**	**Statistic**	**Df**	**Sig.**
Difference. Exp	.124	28	.200*	.963	28	.407

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

As far as T-test is concerned, as illustrated in Table 6.1, it is found that the value is significantly higher after the post-test (implementation of module) at the .05 level. The participants have significantly higher mean scores on the post-test (M= 75.8571, SD = 11.5) compared to the pre-test (M=57.0000, SD=13.6). The table below gives an overview.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	A score of experimental group before implementation of module	57.0000	28	13.63275	2.57635
	A score of experimental group after implementation of module	75.8571	28	11.56532	2.18564

Additionally, when the collected data are analysed using the "t-test" for paired samples, the obtained t-value (29.299) is statistically significant at the 0.00 level. Thus, it can be argued that after the implementation of the module, there is an improvement in the scores of the learners. Table presents an overview of the results:

Table 6.3

Paired Samples Test

		Paired Differences					T	Df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	A score of experimental group before - Score of experimental group after	-18.85714	6.94803	1.31305	-21.55131	-16.16298	-14.361	27	.000

Cohen's d and Glass's Delta were used to determine the effect size of the module. Cohen's d is the appropriate effect size measure when two groups have similar standard deviations and are similar, whereas Glass's Delta is an alternative measure when each group has a different standard deviation. The estimated values are presented below:

Cohen's d = (75.8571 - 57) / 12.641371 = 1.491697.

Glass's delta = (75.8571 - 57) / 13.63275 = 1.383221.

For Cohen's d and Glass's delta, the values referring to <0.2 are considered as negligible, [0.2-0.5) as small, [0.5, 0.8) as medium and >=0.8 as large. Thus, as shown in Table 4.10, the effect size value is highly effective and large.

For that reason, as shown in Table 6.4, the effect size value is highly effective and significant. Table 6.4

The effect size value

Groups	Mean	N	Std. Deviation	Cohen's d	Glass's delta	Indication
Before implementation of module	57.0000	28	13.63275	1.491697	1.383221	Large
After implementation of module	75.8571	28	11.56532			

Therefore, it can be inferred that the module implementation has a significant effect on developing the teachers' perceptions towards effective ELT practices. Specifically, in this case, Cohen's d and Glass's delta values of 1.49 and 1.38, present the module training highly influential in improving the English language teaching skills.

Likewise, Vieira and Gaspar (2013) in their study tried to explore teachers' effectiveness through NLP professional training. The findings of their study revealed that some significant aspects; for instance, getting feedback, setting goals, developing interpersonal communication, focusing on classroom conditions, paying attention to learners' beliefs and expectations are pivotal for effective ELT practices.

Although, the results of the tests present a substantial contribution to the field of NLP research and cast new light on the application of NLP approaches in EFL/ESL classes which were earlier ignored, the results cannot be generalized for a large population size. Future studies can be conducted to further validate the results of the present study. Also, the development of

new training programmes for training more teachers is just another implication of the present study. For example, teacher trainers can organize a variety of workshops and seminars on NLP and its essential components for improved teaching-learning practices.

CHAPTER 7

FINDINGS, CONCLUSION AND RECOMMENDATIONS

7.1 Major Findings and Recommendations

The findings are associated with the research questions. Further, on the basis of findings, certain valuable recommendations are presented.

The first research question regarding the current English language teaching practices corresponds to the major principles/techniques of NLP via exploring the significance of language patterns in connection to English language pedagogy.

Since in NLP, language is a crucial and central component, NLP claims language patterns exceptionally influential to unswervingly invade the mental states of individuals-learners are often directed towards or away from the lessons due to their teachers' remarks or comments. The diverse kinds of Presuppositions (for instance: awareness, time, adjectives, and adverbs) depict the co-relation of language patterns with other NLP techniques such as pacing and leading, and establishing rapport. Pacing and leading can only be achieved if teachers have previously established rapport with their learners. Also, command is not possible without imparting motivation in learners to perform the given tasks. Presuppositions can be positive and negative and only positive presuppositions can be helpful for establishing rapport. Another language patterns of NLP that works with the pattern of ordinal presupposition to get a clear picture of the overall teaching and learning practices is-Modal Operator. Modal operators are an essential part of language patterns which work with the pattern of lack of referential index. Both these patterns, therefore existed frequently in teacher-talk. They enable teachers exercise influence upon their learners positively. The usage of this pattern can result into existence of mere motivational states to make learners perform any task with ease.

Many language patterns share similar features with one another. For example, mind read and universal quantifier were not frequently used patterns in classrooms but they have a common ground to share if we critically evaluate their behaviour. Mind Read is effective for getting people into their unconscious state where there occurs resistance for coping up with the current situations. For example, the sentence, 'you know very well', if it gives impression to learners that they know something, simultaneously the word, 'you', is not specifying any single individual.

However, the infrequent existence of few NLP language patterns also depends on their nature (some are easy to employ as compared to the others) as well as teachers' behaviour

(what they prefer to choose). Few language patterns such as the patterns of unspecified verb, tag questions, and nominalization, were noticed as infrequent patterns of a classroom discourse in this study. The aspects of deletion, distortion, and generalization are more evident in unspecified verb. Further, the use is meant to pace and lead the language learners and motivate them immensely for getting preferred results. Similarly, tag questions are highly effective for establishing rapport. They keep classes learner-centered where teachers incessantly expect their learners to be actively present even with minor responses of 'yes' and 'no'. As far as nominalization is concerned, certain concepts in language are hard to define and explain such as abstract nouns, and to make them easier and understandable, nominalization is effective. It limits the thinking process and focuses learners' attention in only that direction where they can get the concept easily.

In addition, some of the language patterns such as: comparative deletion, extended quotes, and double bind were not noticed in any language teachers' discourse. Comparative deletion reflects that language teachers do not understand the significance of indirect comparisons. For example, 'What is better than what', is not important. Extended Quote confuses the conscious mind due to its narrative style; if students are told many language or grammar aspects in the form of a story and asked either to arrange them or try to identify them, they can learn the best with their instinct of curiosity. Double bind provides learners with a situation where they feel that they are given choices but in fact choices are only meant psychologically and not practically. The occurrence of these language patterns could promote self-confidence, self-reliance, mental freedom, relaxation, and accelerated learning process. Also, techniques of pacing and leading and establishing rapport cannot be achieved if these aspects are missing from a teacher-talk.

Also, since every utterance in NLP is meant to create a certain effect on its listener, the language patterns of Conversational Postulate made its significant link to ELT practices. The pattern occurred as the most commonly used pattern in the present study. It is highly effective to be used by English language teachers for elicitation of a response, understanding of behaviour, developing motivation, pacing and leading, and establishing rapport. Likewise, the analysis in chapter four suggests that all teachers used the pattern of Pace current experience more or less with their learner that aims at bringing people at one focussed agenda where they keep their minds attentive and active. This way they are continuously being guided by the teachers for their current situations. The use of descriptive words and ongoing discussions are the efficient tools to be used in a classroom.

Moreover, in the philosophy of NLP, when the context of any conversation is expanded and elaborated, learners get multiple opportunities to understand one aspect properly. Admittedly, direct questioning can affect the affective filter significantly but indirect (as part of embedded commands) can initiate and accelerate a learning process. To make connections of various aspects with each other, to show their interconnectivity in multiple ways, and to locate their similar features, is beneficial for in-depth understanding. More answers can be expected from learners using this NLP pattern.

Besides, NLP believes that an appropriate stimulus by English language teachers may elicit a response from learners. The first research question found few patterns as the most commonly used ones. For example: unconditional acceptance and utilization. Utilization is highly effective language pattern and largely connected with establishing rapport. The more there is rapport; more teachers can utilize entities in their surroundings. Also, with the help of utilization, pacing and leading becomes easier. On the other hand, unconditional acceptance is a crucial aspect of teaching practices. Despite the fact that learners produced right or wrong answers, teachers, as noted in this research, did not try to embarrass them. They accepted all sort of answers considering them a response.

Time orientation is a significant factor of NLP and to put learning process in a flow is a basic requirement of teaching practices too. The proper allocation of time to every activity is crucial for classroom management. Teaching objectives and outcomes become easy to achieve if time constraint is kept in mind. This pattern of time orientation was also among the infrequent language patterns.

All the language patterns were found in teachers' oral instructions (except double bind, extended quote, and comparative deletion) and revealed a significant relation between current English language teaching practices and NLP. Similarly, few other language patterns such as: lost performative, unspecified verb and comparative deletion have a similar feature of omission. Though the study did not find the existence of the feature of comparative deletion via the analyzed data, yet it found a few examples of lost performative and unspecified verb. These rarely and less frequently used language patterns reflect the lack of awareness in English language teachers regarding the use and significance of these NLP language patterns. The function of lost performative is to grab the processes of unconscious mind indirectly without mentioning any specific person. This pattern passes judgement and gives value to the sentences to make them seem universal truths (which have to be readily accepted). On the contrary, the NLP pattern of Cause and Effect presents explicit reasons and their relevant consequences. They can also be considered as reasons and their possible results which lead to positive

outcome. In order to instill motivation in learners and to make them responsible for their learning process, this pattern is noteworthy to be used by language teachers but it is infrequent like the above mentioned other patterns.

Also, NLP language patterns are effective in ELT only when employed effectively. For instance, the pattern of Mind Read is effective for teachers only if they have been primarily successful for establishing rapport with their learners. Also, establishing rapport is not possible without intrinsically and extrinsically motivating the learners. Intrinsically teachers' words can inspire learners' resistive state of mind to work in a desired direction. Extrinsically there can be such activities and environment which can motivate them to learn efficiently.

To sum up, the first research question regarding the current English language teaching practices correspond to the principles/techniques of NLP in manifold ways. The researcher noticed some interesting findings via exploring the use of NLP language patterns in relation to ELT. The vague and ambiguous nature of language patterns never allowed them to be investigated thoroughly and comprehensively for any research projects. This study found all the NLP language patterns- not only an absolute criterion to explore the eminent Milton model but also found the relevance of NLP language patterns to other prominent NLP techniques and ELT practices.

The second research question in relation to teachers' perceptions regarding English language teaching activities and techniques can be interpreted through NLP scale in the following way:

Flexible attitude of teachers motivates their students to participate actively and efficiently in class activities since it does not create any hurdles in a learning process. The first factor of Flexibility, consists of six statements, refers to flexibility in usage of approaches, methods, and techniques, diversity in teacher's choice of tasks and activities, variation in teacher's methodology of dealing with various aspects of language teaching. All the six statements dealt with the factors of: using a single teaching method, running class formally, correction of all language learners' errors, asking learners to match themselves with teachers' teaching rate, learners' ability of formation of group easily, and encouragement of learners' progress. The most chosen options were: 'never' and 'sometimes'. The analysis depicted that technique of Flexibility in NLP, is in use by English language teachers, but not very much incorporated.

Anchoring, the second factor, to evaluate teachers' perception regarding English language pedagogy, is essential in daily classroom activities. Teachers provide various kinds of anchors to their learners upon which their response is dependent and expected. The proper use of anchoring is crucial for an appropriate teaching process and desired learning outcomes. The

second factor of Anchoring contains four statements, which are related to: asking students to speak clearly, allocating tasks to students in accordance with their aptitude, intimating students about their progress, and asking successful students to share their personal experiences. The most selected choice for this factor was 'sometimes'. The analysis of teachers' perception reflected that use of anchors is not much integrated into English language practices.

Elicitation, the third factor on NLP scale, to determine teachers' perception, refers to various ways that teachers can exploit to develop their learners' understanding of the subject matter. It contains five statements: removing students' ambiguities and confusions via asking various questions, creating new challenges for students, welcoming new and creative answers, getting students' ideas of topic and giving feedback to learners' all kinds of responses. The teachers chose the choices of: 'always', 'sometimes', and 'very often' the most, among all five choices. All the options were related to the various ways which teachers may choose to elicit responses from their learners. The teachers' chosen options presented teachers' perception on NLP scale that they use this technique very often in their classrooms.

Modelling, the fourth factor is a central concept of NLP. It illustrates the idea of models, presented before students, to help them understand their lesson without difficulty. Models are fundamentally examples given to students with reference to their lesson. The concept of modelling also refers to modelling the behaviour of excellent teachers. This factor on NLP scale measures teachers' perception with the help of its three statements which were related to: writing material on a board when it is incomprehensible for students and also presenting new material on a board in the form of an example for the ease of the students. Teachers, in this case, preferred to choose the option 'very often' which highlights the positive attitude of teachers towards this NLP technique.

The fifth factor, on NLP scale, is Individual Differences, referring to language learners' individual identities as psychologically different from each other due to their diverse backgrounds. This factor contains the following aspects: helping students with less ability, explaining new material in an assortment of ways for its better comprehension, concentrating on learners' eye movements, allocating an ample time to make them participate in the activities and note down the important aspects easily, instilling positive feelings, paying attention to individual differences, and taking all students as equal entities. Teachers, for this factor, mostly chose the options of 'very often', 'always', and 'sometimes', depict language teachers' conscious or unconscious understanding of learners' diverse bahaviour due to individual differences.

The sixth factor, leading, refers to teachers' vision as a leader in their classroom while dealing with their learners. The statements refer to the aspects of: providing vocabulary to learners to solve their communication issues, presenting required grammar for holding a dialogue, asking students to monitor their teacher for their speaking and teaching, and asking learners to take notes for better understanding. The option 'sometimes' occurred the most for the statements for this factor, reflecting teachers' awareness regarding their role as leaders in a classroom but, since the option of sometimes is not a strong option to be chosen by teachers, this factor does not correspond much with NLP practices.

Establishing Rapport is the seventh factor, on NLP scale, which makes a strong connection to everyday classroom practices. If teachers do not establish rapport with their learners, they can never be perceived as the influential figures to inspire the minds of their learners. This factor contains the aspects of: showing interests concerning students' chosen topics, giving hints to students when they cannot answer properly, using those words and phrases which learners use the most in their interaction with a teacher and other class fellows, and making them compare and contrast various subjects. The most chosen option was 'rarely', revealing language teachers' lack of awareness, with reference to establishing rapport with their learners for an effective pedagogy.

The eighth factor of Emotional and Cognitive Boosters highlights the direct role of NLP specifically as related to human's cognition. This factor consists of statements in relation to: giving freedom to learners to move in their classroom, calling students by their first name, making use of audio-visual aids, asking students to pay attention to details, and teachers' sharing personal experiences in a class. The preferred options for the teachers were: 'sometimes' and 'very often', for this factor. The options: 'never' and 'rarely' also occurred often for this factor, highlighting teachers' lack of knowledge for developing their learners' emotional and cognitive boosters to get desired outcomes conveniently.

Teachers' perception on NLP scale, as proposed by Pishghadam et al. *(*2011), reveal that some of the NLP techniques were used more frequently by English language teachers as compared to a few others. Also, all the NLP techniques were not used by all English language teachers at the various universities. Moreover, if such factors get incorporated into English language teaching practices, teachers can remain active and alert throughout lessons to contribute to an effective pedagogy.

Finally, the third research question in accordance with designing the module of ELT with respect to NLP techniques was conditional to the findings of the first and second research question. The results of the first two research questions reinforced the requirement of designing

the module of ELT in relation to NLP techniques. The designed module can be effectively adopted or adapted in educational practices to achieve desired outcomes comprehensively since it meets the following criteria: introduces NLP to the Pakistani ELT world by illustrating its various concepts, techniques, and principles, draws a crucial link between use of NLP techniques and principles in ELT practices and the role of teacher in learners' academic accomplishments, proposes the various and diverse ways which can find NLP effective in Pakistani English language teaching practices, and the practical part where how NLP can be made part of the Pakistani ELT practices. The designed module is merely an idea for English language teachers that can be integrated into their teaching practices. It also suggests teacher training as a crucial feature before and during teaching career to help teachers update themselves with new teaching paradigms and methodologies. However, it can also lead to additional ideas regarding successful English language pedagogy in Pakistani academe.

7.2 Conclusion

Language is a primary source to activate, articulate, and instigate diverse ideas from nervous system to inspire others to get desired outcomes. NLP was born into a world of language. The neuro part of NLP refers to human nervous system. The linguistic part takes it roots from the field of linguistics with its focus on patterns of language in a variety of contexts. Language is also a part of human nervous system; it shapes and reshapes a wide range of activities which take place in humans' nervous system. Stable and strong nervous system enables humans to produce effective language patterns which can influence others' nervous systems. People can only influence others if they know how to shape and reshape their language patterns existing in their nervous system via a variety of techniques and strategies. The programming part is related to the process of learning and creativity.

There was something magical with the usage of words which forced its pioneers: Bandler and Grinder, to introduce this magical concept. The spirit of this concept is the Meta model. Neurolinguists and Psycholinguists have always tried to find the relevance of learning language with functions of brain. NLP is not an entirely new concept put forward by Richard and Bandler in 1970's. Alfred Korzybsky's concept of map is not the territory opened new direction for already existing refined ideas of psychology where NLP takes its roots. Neuro of NLP is human nervous system where five senses: visual, auditory, kinesthetic, olfactory, and gustatory construct the various experiences. This part can be both external and internal or verbal and non-verbal like the linguistic part of NLP. Linguistic aspect of NLP refers to communication that is encoded to provide sense for the processes in unconscious mind or how we arrange haphazard or disordered communication existing in nervous system. Programming denotes to programs in our nervous system that we run ourselves to shape or reshape our thoughts. It further refers to route that we adopt to construct internal representation required to modify or model certain behaviour.

If behaviour is undesired then set of strategies are sent to unconscious mind to reprogram the existing behaviour.

NLP is an incredible learning approach for recognition and realization of language patterns to facilitate people gain their interests. There should be two basic questions before initiation of any task: what are my objectives and how do I want to achieve them? Since NLP is based on generalization, deletion, and distortion, a model is a version of all these qualities. There were originated various model in NLP mainly: Meta model, Representations systems, and Milton model. Meta model was the inspiration from Chomsky's concept of transformational generative grammar and an imitation of language patterns by Virginia Satir and Fritz Perls. In order to evaluate the techniques used by other successful people, there was an idea of imitation but that does not guarantee the success of a model due to a variety of individual differences and due to people's diverse backgrounds and cultures. Therefore, models also do not ask for their exact and accurate copy but only help to exploit them to use when we need them and put them in accordance with certain tasks and contexts. These models have been found useful in various fields such as sports, business, medical, law, and education. The physical as well as emotional strategies, cognition, values, and beliefs of people, and environment are important elements to make up any NLP model.

Moreover, NLP is not a set of techniques only, but it has got a huge potential for language teaching. The thorough study regarding the understanding of the various language patterns, employed by Milton with his clients, is thought provoking for language teachers. Language teachers can, and of course, design and make use of every activity successfully, if they make efforts to gain an insight into their language learners' brain.

As far as the term teaching is concerned, it is often defined in a very restricted sense. In a broader scenario, it is not only related to various teaching methods but it is more inclined towards: creating relationships, developing a sense of community, keeping an eye on learners' level of progress and guiding them in terms of various social and cultural backgrounds and their preferred representation system, grasping learners' attention throughout lesson via various refreshing activities, motivating them externally, enhancing their emotional and cognitive boosters, instilling positive feelings, and giving feedback only positively etc. Also, it is not only about teaching the facts to students but consideration of students' feelings while delivering the facts. Further, it does not only deal with teachers' perception about particular teaching material but also what is perceived by their learners while receiving the information.

Teaching English as a foreign and second language is quite challenging and tough task to be accomplished due to numerous and diverse reasons. Primarily and essentially, teaching English revolves around various teaching methods and teaching methodologies. None of the teaching methods could be declared as the perfect choice in the recent decades, yet eclectic approach has always been appreciated which is mostly adopted to meet needs of a variety of learners in a classroom. The role of appropriate teaching methodologies has always been acknowledged for the successful and efficient application of any teaching method. However, teachers are usually not found aware of recent teaching methods and effective teaching methodologies to inspire their learners for effective pedagogy. Also, NLP has been ideal to be integrated in ELT world for those who prefer humanistic approach. English language teachers and professionals have written numerous articles to find relevance of NLP to ELT. The methods of The Silent Way and Suggestopedia refer to NLP in two dominant ways, first as they strongly suggest that relaxing conscious mind of learners also relaxes their subconscious minds. Second, NLP also prefers meaningful interaction and context-based learning. This study also made various connection of NLP (via using significant research tools) to current English language teaching practices.

Since NLP was born into the world of language patterns as observed by Bandler and Grinder (1975), this study explored all those numerous and significant NLP language patterns which we need to understand and reflect upon for effective teaching practices. Also, NLP brought about numerous techniques which can benefit language learners in a number of ways. For instance: flexibility, anchoring, elicitation, modelling, dealing with individual differences, leading and pacing, developing rapport, and boosting up emotional and cognitive boosters.

In Pakistani context, as a result of this study where English is being taught as a second language and in some cases as a foreign language, English language teaching practices need much improvement. The previous researchers on English language teaching practices that have been discussed in review of the literature and also briefly presented in analysis section of chapter five of this study, while discussing the answers revealing current teachers' perception regarding English language pedagogy, did not conclude satisfactory results for effective pedagogy. Therefore, there should be made immense efforts by English language teachers, as suggested via this research, to be put into ELT practices.

To sum up, there is a dire need for English language teachers to understand the fact-language teaching is not to cover the contents of the syllabus or to teach students the ways to memorize; rather, it can be the process to inculcate positive thoughts to develop creativity and encourage critical thinking for the occurrence of effective language teaching in academe.

7.3 Implications for Future Studies

NLP Milton model is of huge implication for researchers. There are numerous and diverse language patterns which have not been explored for their relevance to everyday life. This model should further be explored and illustrated with reference to all of its language patterns which have not been discussed in this thesis such as ambiguity or lack of specificity, phonological and syntactic aspects, single bind, negative commands and open ended suggestions etc. to determine and examine its utilization in educational practices particularly English language teaching.

The future researchers can work on the other NLP models such as Meta model, outcome model, and representation system, to find their relevance to English language teaching practices. Meta model is a unique model in NLP to gain access to learners' internal states which they may hide, via paying attention to their use of language patterns. There are various such mental states which people possess as proposed by Meier (2007), for getting their desired outcomes as they have been mentioned in the literature review of this thesis and which can be tested practically on language learners to know their mental states to teach them effectively. Tosey (2001) also appreciated Robbie (2000) who suggested that Meta model can be made well-informed with the help of Chomsky's theory and the viewpoint that NLP can be taken as a part of cognitive linguistics due to connection of language and thought can further be explored.

The Outcome model is wondrous for its essential steps such as keeping all WH questions in mind to brainstorm all ideas regarding one's desired accomplishments. The study can be conducted to examine a relation between learners' responses in a classroom and their sensory representation and can also be taken as a tool to an advanced level in order to understand the complex ways of performing certain tasks by language learners.

This research can also be replicated to determine and evaluate effective English language teaching in other parts of the world in relation to NLP. It can be seen that to what extend teachers are already drawing upon NLP, but they are not aware of it. The research can provide suggestions and recommendations for the effective practical application of NLP techniques. Revell and Norman in 1997 and 1999, with the help of their two commendable books on relation of NLP in ELT, presented various and diverse such activities of NLP which may work in exceptional ways to make learners acquire their target language easily. These books, if practically taught to language learners as a result of any research projects, can lead to a variety of research projects for detailed NLP exploration in the ELT world.

Though many experts who consider NLP a pseudo-science, yet the books proposed by

Revell and Norman in 1997 and 1999 will considerably change such peoples' perspective in this regard. They will at least be convinced of its usage in multiple ways for a single problems and to understand its theoretical underpinnings for practical application in every field.

The future studies can also work thoroughly and comprehensively with more minute details on various less researched techniques such as anchoring, how teachers deliver various kinds of anchors to their language learners and which anchors are more effective in accordance with their learning styles. Teachers provide same anchors to all learners, but the output is different in different learners. All learners do not proceed the same way in a classroom; how many factors may contribute to such diversity of anchors. Research on anchoring with reference to individual differences and learning styles may contribute significantly to understand their relationship with learners' variety of output levels.

The further research projects on flexibility, individual differences, motivation, elicitation, and visualization patterns etc can contribute immensely to recognize their significance for English language teaching practices; how they can contribute to enhancement of language learners' cognitive abilities. If language teachers try to teach learners in one specific way, they cannot expect to achieve their set goals. Also, research on flexibility in language teachers' selection of activities and materials to meet the needs of their learners will be helpful to develop intrinsic motivation in learners for effective learning of their target language.

Future study on elicitation techniques from learners may be momentous to bring about teachers' role as a facilitator and monitor to examine current English language teaching practices. Visualization patterns include eye accessing cues and movements of learners which can be cracked wide open to examine the effectiveness of non-verbal communication patterns for language learners' motivation to participate in their classes.

The future research on Reframing where teachers choose multiple frames for their learners (students learning with reference to one particular frame) may not get their objectives of the lesson. It is better to design a strategy to replace a negative frame with another positive frame with which a language learner is learning more quickly and easily. However, with a particular reference to the various aspects of English language teaching practices, research on reframing may be carried out to determine the process of change that teachers may want their students to go through via designing for their learners a variety of tasks with the help of appropriate context and behaviour.

This study deals with language teaching in general only, many other researchers can be conducted to find relevance of NLP with grammar teaching, vocabulary building, personality

development, and self-confidence specifically. Grammar is too complex to be grasped and more often English language learners find grammar classes dull and boring. The research on use of NLP techniques in accordance with grammar lessons may reveal significant aspects for effective pathways to be taken for grammar teaching. Second and foreign language learners usually do not have ample words to reflect on their experiences. The research project on the practical application of teaching vocabulary via using any NLP techniques may help learners acquire and develop word bank for a given task easily. More often, students learning English as a second or foreign language feel nervous and hesitant due to their social backgrounds and cultural differences; however, if NLP techniques are employed, positive results can be achieved.

In a nutshell, NLP has got immense implications for future researchers, since it is an unexplored area which needs theoretical understanding for its practical applications. An empirical and evidence-based research will help NLP flourish in future.

REFERENCES

Abdelbary, M. (2017). *Learning in Motion: Bring Movement Back to the Classroom.*
Retrieved from Education Week:
https://mobile.edweek.org/c.jsp?cid=25919971&bcid=25919971&rssid=25919961&it
em=http%3A%2F%2Fapi.edweek.org%2Fv1%2Ftm%2F%3Fuuid%3D5BCFB982-
7C51-11E7-BE91-8B98B3743667

About Cognitive linguistics. (n.d.). Retrieved from ICLA: INTERNATIONAL COGNITIVE
LINGUISTIC ASSOCIATION: https://www.cognitivelinguistics.org/en/about-
cognitive-linguistics

Akram, A.,& Mahmood, A. (2007). The Status and Teaching of English in Pakistan.
Language in India, 7:12, 1-7.

Al-Alwan, A., Asassfeh, S., & Al-Shboul, Y. (2013). EFL Learners' Listening
Comprehension and Awareness of Metacognitive Strategies: How Are They Related?.
International Education Studies, *6*(9), 31.

Alder, H. (2002). *A Handbook of NLP-A Manual for Professional Communicators.* Gower
Publishing .

Alghafri, A. S. R., & Ismail, H. N. B. (2011). The effects of neuroscience-and non-
neuroscience-based thinking strategies on primary school students' thinking.
Procedia-Social and Behavioral Sciences, *15*, 3291-3298.

Allan, F., Bourne, J., Bouch, D., Churches, R., Dennison, J., Evans, J., ... & Rhodes, L.
(2012). Training in Influencing Skills from Neuro-Linguistic Programming (Modelled
from Hypnosis and Family Therapy), in Combination with Innovative Maths
Pedagogy, Raises Maths Attainment in Adult Numeracy Learners. *Online Submission*.

Alroudhan, Hayat. (2018). The Effect of Neuro -linguistic Programming Coaching on
Learning English. International Journal of Applied Linguistics and English Literature.
7. 184. 10.7575/aiac.ijalel.v.7n.4p.184.

Altbach, P. G. (2007). The imperial tongue: English as the dominating
academic language. *Economic and political Weekly*, 3608-3611.

Al Zoubi, Samer. (2018). The Impact of Exposure to English Language on
Language Acquisition.

Andreas, S., & Faulkner, C. (1994). *NLP: THE NEW TECHNOLOGY OF ACHIEVEMENT.*
New York: William Morrow And Company, INC.

Annamalai, E. (2004). Nativization of English in India and its effect on multilingualism.
Journal of Language and Politics, *3*(1), 151-162.

Antic, Z. (2006). NEUROLINGUISTIC PROGRAMMING –THE LINK BETWEEN
MEDICINE (NEUROLOGY) AND LANGUAGE TEACHING. *Medicines and
Biology*, 123-126.

Atieno, L. (2018). *Why teachers need to adjust teaching techniques.* Retrieved from The New
Times: https://www.newtimes.co.rw/education/why-teachers-need-adjust-teaching-
techniques

Avery, L. (2000). *Extended Quote.* Retrieved from NLP4UOnline:
http://nlp4uonline.com/blog/2000/04/17/extended-quotes/

Bacskai-Atkari, J. (2018). *Deletion Phenomena in Comparative Constructions.* Language
Science Press.

Baker, J. &Westrup, H. (2000).The English Language Teacher's Handbook: Continuum.

Barton, A. (2006). Getting the buggers into languages. London: Continuum.

Bandler, R. and Grinder, J. (1975). The Structure of Magic. California: Science and
Behaviour Books.

Bandler, R., Grinder, J., & Andreas, S. (1979). *Frogs into princes: Neuro linguistic*

programming (pp. 134-135). Moab, UT: Real People Press.

Beardsell, A. (2017). *NLP Mind Reading.* Retrieved from Excellence Assured: https://excellenceassured.com/nlp-training/nlp-certification/mind-read

Beardsell, A. (2019). *A language Technique from the NLP Milton Model – the NLP Lost Performative.* Retrieved from Excellence Assured: https://excellenceassured.com/nlp-training/nlp-certification/lost-performative

Beardsell, A. (2019). *Rules of Life NLP Model Operators*. Retrieved from Excellence Assured: https://excellenceassured.com/2807/rules-of-life-nlp-modal-operators

Behlol, M. G., & Anwar, M. (2011). Comparative Analyses of the Teaching Methods and Evaluation Practices in English Subject at Secondary School Certificate and General Certificate of Education in Pakistan. International Education Studies, 4:1, 202-211.

Bashir, A. & Ghani, M. (2012). Effective Communication and Neurolinguistic Programming. Pak. J. Commer. Soc. Sci. 6(1), 216-222.

Blazar D, Kraft MA. Teacher and Teaching Effects on Students' Attitudes and Behaviors. *Educ Eval Policy Anal*. 2017;39(1):146–170. doi:10.3102/0162373716670260

Brown, G. & Yule, G. (1999).Teaching the spoken language. Cambridge: Cambridge University Press.

Brown*, N. (2004). What makes a good educator? The relevance of meta programmes. *Assessment & Evaluation in Higher Education*, *29*(5), 515-533.

Brown, H. D. (2007). Principles of language learning and teaching. (5th ed.). White Plains, NY: Longman.

Bozoglan, B. (2010). Is NLP applicable to ELT. *Gas University of Ploiesti Bulletin*, *12*(1), 185-195.

Budden, J. (2008). *Error Correction.* Retrieved from British Council: https://www.teachingenglish.org.uk/article/error-correction

Bufford, Rodger. (1999). Behavioral psychology.

Bunce, D., Flens, E., & Kelly, Y. (2010). How Long Can Students Pay Attention in Class? A Study of Student Attention Decline Using Clickers. *Journal of Chemical Education*.

Caplan, D. N. (2006). Neurolinguistics. In *ITRW on Experimental Linguistics*.

Carey, J., Churches, R., Hutchinson, G., Jones, J., & Tosey, P. C. (2009). Neuro-linguistic programming and learning: Teacher case studies on the impact of NLP in education.

Carter, T. (2001) "Despite its detraction, NLP gains popularity", ABA Journal, Vol 87, No. 9, p.63.

Cause and Effect implied. (n.d.). Retrieved 2019, from NLP Notes: http://nlpnotes.com/cause-and-effect-implied/

Cdaqprofile (2007) Cdaq technical manual, Leeds: Cdaqprofile Limited.

Černý, J. (2014). Application of the Principles of Neuro-Linguistic Programming and its Practical Impacts. Retrieved from file:///C:/Users/hp/Downloads/zaverecna_prace%20(3).pdf

Chan, V. (2003). Autonomous Language Learning: The Teachers" perspectives. Teaching In Higher Education. 8(1). 33-54.

Chinh, N. D. (2013). Cultural Diversity in English Language Teaching: Learners' Voices. *English Language Teaching*, 7.

Churches, R., & Terry, R. (2008). *NLP for Teachers How to be a highly effective teacher.* Crown House Publishing.

Churches, R. and West-Burnham, J. (2009) Leading learning through relationships: the implications of Neuro-Linguistic Programming for Personalisation and the Children's Agenda in England. Research Paper. *Online Submission.*

Childers, J. H. (1985). Neuro-linguistic programming: Enhancing teacher–student communications. *Journal of Humanistic Counseling, Education & Development, 24*(1), 32-39.http://dx.doi.org/10.1002/j.2164-4683.1985.tb00276.x

Cleveland, B. F. (1987). *Master Teaching Techniques: Neuro Linguistic Programming.* Connecting Link.

Clont, J. G. (1992). The concept of reliability as it pertains to data from qualitative studies. Paper Presented at the annual meeting of the South West Educational Research Association.

Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and application. Journal of Applied Psychology, 78, 98-104

Craft, A. (2001). Neuro-linguistic Programming and learning theory. Curriculum Journal, 12(1), 125-136. doi:10.1080/09585170010017781

Creswell, J. W. & Miller, D. L. (2000). Determining validity in qualitative inquiry. Theory into Practice, 39(3), 124-131.

Davis, F. B. (1964). Educational measurements and their interpretation. Wadsworth Publishing Co.: Belmont, California.

Day, T. (2008). Students modelling the good practice of other students using adapted neuro-linguistic programming (NLP) approaches: does this enhance their examination performance? A thesis submitted for the Degree of Doctor of Philosophy, January 2008. Bath: Department of Education, University of Bath.

Denworth, L. (2011, April 09). *The Role of "Mindreading" Neurons.* Retrieved from Psychology Today:https://www.psychologytoday.com/us/blog/brain-waves/201904/the-role-mindreading-neurons

Diane M. Bunce, E. A. (2010). How Long Can Students Pay Attention in Class? A Study of Student Attention Decline Using Clickers. *Journal of Chemical Education* .

Dilts, R. B. (1983). *Roots Of Neuro-Linguistic Programming.* California: Cupertino, Calif. : Meta Publications.

Dilts, R., & Epstein, T. (1995). *Dynamic learning* (Vol. 426). Cupertino, CA: Meta Publications.*NLP new coding*. NLP University Press.

Dilts, R. 1998. Modeling With NLP. Capitola, CA: Meta Publications.

Dilts, R., & DeLozier, J. (2000). *Encyclopedia of systemic neuro-linguistic programming and*

Dilts, R. (2016). *What is NLP.* Retrieved from NLP University: http://www.nlpu.com/NLPU_WhatIsNLP.html

Doemland, J. H. (2001). Language and performance: An NLP meta-model analysis of performance descriptions by elite canoe-slalom athletes. Dissertation Abstracts International, B. Sciences and Engineering, 61(10-B), 5267-B.

Dowlen, A. (1996). NLP - help or hype? Investigating the uses of neuroLinguistic Programming in management learning. Career Development International, 1, 27-34.

Dudovskiy, J. (2019). *Purposive sampling.* Retrieved from Research Methodology: https://research-methodology.net/sampling-in-primary-data-collection/purposive-sampling/

Eduard, F.V.F. (2011). The Neuro-Linguistic Programming - Approach to Conflict Resolution, Negotiation and Change. Journal of Conflictology, 2(1), 1-5.

Eliciting Techniques. (n.d.). Retrieved November 3, 2019, from TeachThis EFL/ESL Resources: https://www.teach-this.com/ideas/eliciting

Ellerton, R. (2005). *NLP SUBMODALITIES.* Retrieved from http://www.renewal.ca/nlp28.htm

Ellerton, R. (2010). *Parents' Handbook NLP And Common Sense Guide for Famliy Well-Being*. Renewal Technologies Inc.

English, H., & English, A. (1958). A Comprehensive Dictionary of Psychological and Psychoanalytic Terms. New York : David McKay Company, Inc.

Erickson, M., Rossi, E. and Rossi, S. (1976) Hypnosis Realities. New York: Irvington.

Finardi, Kyria & Porcino, Maria. (2014). Globalization and Internationalization in ELT: Methodology, Technology and Language Policy at a Crossword in Brazil.

Fredrickson, B. L., & Joiner, T. (2002). Positive emotions trigger upward spirals toward emotional well-being. *Psychological science*, *13*(2), 172-175.

Freeth, P. (2013). *NLP-Skills for Learning: A practical handbook for increasing learning potential-eBooks and textbooks from bookboon. com*. bookboon. com.

Freire, P. (1970). Pedagogy of the oppressed. New York: Seabury Press.

Frost, J. (2016). Understanding analysis of variance (ANOVA) and the F-test. *The Minitab Blog. Pridobljeno*, *10*(01), 2017.

Gardner, R. (n.d.). NLP-neuro-linguistic programming-introduction: Principles and techniques (edited). Retrieved from http://www.oregon.gov/dhs/vr/ovrs%20inservice/Overview%20of%20NLP%20Concept s.pdf

Gazzaniga, M. S. (2009). *The cognitive neurosciences*. MIT press.

George, D., & Mallery, M. (2010). SPSS for Windows Step by Step: A Simple Guide and Reference, 17.0 update (10a ed.) Boston: Pearson.

Gernsbacher, M. A. (Ed.) (1994). Handbook of psycholinguistics. San Diego, CA: Academic Press.

Ghabanchi, Z., Morady Moghaddam, M., & Malekzadeh, S. (2011). The Study of EFL Teacher Discourse in Reading Skill Using Bloom\'s Cognitive Taxonomy. *International Journal of Linguistics*, *3*.

Ghaemi, H., & Kargozari, H. (2011). An Investigation into the Elements Of The International English Language Testing System: Instructors" Success. Journal of Teacher Education for Sustainability, 1:13, 84–98.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., and Trow, M., 1994. The New Production of Knowledge, Sage, London.

Giroux, H. (1988). Liberal arts, teaching and critical literacy: Toward a definition of schooling as a form of cultural politics. In W. Pinar (Ed.), Contemporary curriculum discourses. Scottsdale, AZ: Gorsuch Scarisbrik.

Glenz, T. (2014). The Importance of Learning Students' Names. *Journal on Best Teaching Practices* . Retrieved from http://teachingonpurpose.org/wp-content/uploads/2015/03/Glenz-T.-2014.-The-importance-of-learning-students-names.pdf

Good, Tom L., and Brophy, Jere E. 1974. "Changing Teacher and Student Behavior: An Empirical Investigation." *Journal of Educational Psychology* 66:390–405.

Green, S. B., Lissitz, R. W., & Mulaik, S. A. (1977). Limitations of coefficient alpha as an index of test unidimensionality. Educational and Psychological Measurement, 37, 827-838.

Grinder, J. & Bandler, R. 1976. The Structure of Magic II. A Book about Communication and Change. Palo Alto, California: Science and Behavior Books, Inc.

Grinder, J. & DeLozier, J. 1987. Turtles all the way down. Prerequisites To Personal Genius. Scotts Valley, CA: Grinder & Associates.

Hall,L. M. (1995, November). The New Domain of Meta-States in the History of NLP. *NLP World, 02*, 53-60.

Hall, L. M. (1996). The spirit of NLP. *Carmarthen, Wales: The Anglo American Book Company*.

Haque, R. 1983. The position and status of English in Pakistan. World Language English 2(1). Hammadou, J.,& Bernhardt, E. B. (1987). On being and becoming a foreign language teacher. Theory into practice, 26:4, 301-306.

Hammoudi, A. (2010). Multiple Intelligences and Teaching English as a Foreign Language. Retrievedfromhttps://www.univsetif.dz/Tdoctorat/images/stories/pdf_theses/facultes1/arabe/hamoudiabdelhak.pdf

Hannah, R. (2013). The Effect of Classroom Environment on Student Learning. Retrieved from https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3380&context=honors_theses

Hardingham, A. 1998. Psychology for Trainers.Wiltshire: The Cromwell Press. Harris, T. (2001). NLP if it works use it. *CAUCE, Revista de Filología y su Didáctica*, *24*, 29-38.

Harrison, C. (2009). *NLP Milton Model - Patterns for gathering Information.* Retrieved from PLANET NLP: http://www.planetnlp.com/milton_model_patterns_for_gathering_information.html

Harper, N. (2014, September). *NLP Meta Model | Lost Performative | NLP Language Pattern.* Retrieved from NLP is Fun: http://www.nlpisfun.com/2014/09/nlp-meta-model-lost-performative-nlp.html

Harper, N. (2019). *NLP Nested Loops.* Retrieved from Mind Tools: https://www.mindtools.co.th/personal-development/nlp-nested-loops/

Hayes, P. (2006). NLP Coaching. Maidenhead, England: McGraw-Hill Education.

Hesse-Biber, S. N., & Leavy, P. (2006). The craft of qualitative research: a holistic approach. *Practice of Qualitative Research*, 3-34.

Hirschhorn, S. (2005). *NLP and ELT: any connections?* Retrieved from https://teaching-training.com/esl-articles/nlp-and-elt

Hoag, J., D. (n.d.). NLP meta programs. Retrieved from http://www.nlpls.com/articles/metaPrograms.php

Hosseinzadeh, E., & Baradaran, A. (2015). Investigating the relationship between Iranian EFL teachers' teaching styles and their Neuro-linguistic programming. International Journal of Academic Research. http://dx.doi.org/10.7813/2075-4124.2015/7-3/B.10

Hott, R. (2011, Sept 17). Pacing and leading. Retrieved from http://nlptraining.com/articles/pacing-and-leading/

Ilieva-Koleva, & Vazov, R. NEURO-LINGUISTIC PROGRAMMING TECHNIQUES FOR PERFECTING PRESENTATION SKILLS. *2014 M-SPHERE*, 30.

İnceçay, G. (2010). The role of teacher talk in young learners' language process. *Procedia-Social and Behavioral Sciences*, *2*(2), 277-281.

Jacobs, B., Schall, M., & Schbiel, A. B. (1993). A quantitative dendritic analysis of Wernicke's area in humans. I. Lifespan changes. *The Journal of Comparative Neurology*, 97-111.

James, P. (2001). Teachers in action: tasks for in-service language teacher education and development. Cambridge: Cambridge University Press.

James, T. (2003). What is NLP: a model of communication and personality. [Online] Available: http://www.nlpcoaching.com/NLP_Communication_Model.pdf

Kang, N., & Hong, M. (2008). Achieving excellence in teacher workforce and equity in learning opportunities in South Korea. Educational Researcher, 37:4, 200-207.

Janicki, S. (2010). NLP-Neuro-linguistic Programming.

Jensen, E. (1995). *Brain-Based Teaching And Learning Turning Point.* California: Corwin Press, Thousand Oaks.

Jones, J. and Attfield, R. (2007) Flying high: some leadership lessons from the Fast Track teaching programme, Reading: CfBT Education Trust. Unpublished.

Jones, A. (2008). *Binds, Double Binds and Unconscious Double Binds – Part One.* Retrieved from communicating excellence: http://communicatingexcellence.com/binds-double-binds-and-unconscious-double-binds-part-one/

Journal, E. L. T., & Dogancay-aktuna, S. (2016). Intercultural communication in English language teacher education . ELT J Intercultural communication in English language teacher education, (APRIL 2005). http://doi.org/10.1093/eltj/cci023

Implementing Group Work in the Classroom. (n.d.). Retrieved from University of WaterLoo: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/group-work/implementing-group-work-classroom

Kamp, D. (1996). *The excellent trainer: Putting NLP to work.* Gower Publishing Compan

Kandola, A. (2017). *What is NLP and what is it used for?* Retrieved from https://www.medicalnewstoday.com/articles/320368.php

Keezhatta, Muhammed. (2019). The Impact of Neuro-Linguistic Programming on English Language Teaching: Perceptions of NLP-Trained English Teachers. International Journal of English Linguistics. 9. 454. 10.5539/ijel.v9n6p454.

Kenton, W. (2019, June). *Descriptive Statistics.* Retrieved from Investopedia: https://www.investopedia.com/terms/d/descriptive_statistics.asp

Khalique, H. (2007). The Urdu-English relationship and its impact on Pakistan's social development.

Kong, E. (2012). The Potential of Neuro-Linguistic Programming in Human Capital Development. The Electronic Journal of Knowledge Management, 10(2), 131-141.

Koziey, P.W. and McLeod, G.L. (1987) Visual-Kinaesthetic Dissociation in Treatment of Victims of Rape. Professional, Psychology, Research and Practice, 18(3), pp. 276–82.

Krashen, S. (1984). Immersion: Why it works and what it has taught us. Language and Society, 12, 61-64.

Krashen, S. (1994). The input hypothesis and its rivals. *Implicit and explicit learning of languages*, 45-77.

Kudliskis, V., & Burden, R. (2009). Applying „what works‟ in psychology to enhancing examination success in schools: The potential contribution of NLP. Thinking Skills and Creativity, 4(3), 170-177.

Kumaravadivelu, B. (2003). Beyond methods: Macrostrategies for language teaching. Hartford, CT: Yale University Press.

Kumaravadivelu, B. (2006). Understanding language teaching: From method to postmethod. Mahwah, NJ: Lawrence Erlbaum Associates.

Kumaravadivelu, B. (2012). Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing. New York, NY: Routledge.

Kumaravadivelu, B. (2012). Individual Identity, Cultural Globalization, and Teaching English as an International. *Principles and practices for teaching English as an international language*, 2.

Lankton, S. (1980). Practical Magic. Cupertino, Calif.: Meta Publications.

Lashkarian, A., & Sayadian, S. (2015). The effect of neuro linguistic programming (NLP) techniques on young Iranian EFL learners' motivation, learning improvement, and on teacher's success. *Procedia-Social and Behavioral Sciences*, *199*, 510-516.

Lavan, I. (2002) "NLP in business – or more than a trip to the zoo", Industrial and Commercial Training, Vol 34, No. 5, pp.182-187.

Lawson, C. (2019). *The Milton Model: 15 "Verbal Magic" Language Patterns For Faster Hypnotic Inductions.* Retrieved from Hypnosis training academy:

https://hypnosistrainingacademy.com/milton-model-hypnotic-language-patterns-trance/

Lazarus, J. (2010). *Successful NLP.* Crimson.

Legall, J. and Dondon, P. (2006). Neuro linguistic programming: a personal development tool applied to the pedagogy and to the improvement of teachers/students relations. Paper presented at the 5th WSEAS International conference on education and educational technology

Lehman, S. (2014). *Unconditional acceptance may help kids cope with setbacks.* Retrieved from Reuters: https://www.reuters.com/article/us-kids-setbacks-acceptance-idUSKBN0IO1UC20141104

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage. Linder-

Pelz, S. & Hall, L. M. (2007). The theoretical roots of NLP-based coaching. The coaching Psychologist, 3(1), 12-17.

Lowther, M. L. (2012). A qualitative study of counsellors' experience of compassion fatigue. (Unpublished master's thesis). University of Chester, United Kingdom.

Mackey, W. F. (1965). Language teaching analysis. London: Longman.

Mahboob, A, (2003). The Future of English in Pakistan. SPO Discussion Paper Series. Strengthening Participatory Organization.

Mainwaring, S. & Skinner, H. (2009). Reaching donors: Neurolinguistic programming implications for effective charity marketing communications. The Marketing Review, 9(3), 231-242.

Mansoor, S. 2005. Language Planning in Higher Education: A Case Study. Karachi: Oxford University Press.

Marsick, V. J., & Watkins, K. E. (2001). Informal and incidental learning. New Directions for Adult & Continuing Education, 89:1, 25-34.

Mart, Cagri. (2013). Teaching Grammar in Context: Why and How?. Theory and Practice in Language Studies. 3. 10.4304/tpls.3.1.124-129.

McCartney, T. a. (2013). Reframing. Retrieved December 2018, from http://www.tobyandkatemccartney.com/wp-content/uploads/2013/10/Notes-11-Reframing.pdf

McDermott, I., & Jago, W. (2011). *The NLP coach: A comprehensive guide to personal well-being and professional success.* Hachette UK.

McDonough, S. (2007). Motivation in ELT. *ELT Journal, 61*(4), 369–371. Retrieved from https://doi.org/10.1093/elt/ccm056

McKay, S. L. (2002). Teaching English as an international language: Rethinking goals and perspectives. *NY: OUP*.

McKenna, B. (2016). *Words That Move (and Words That Don't).* Retrieved from Hypnosis 101: https://www.hypnosis101.com/nlp/hypnotic-language/nominalizations/

McLaren, P. (1995). Critical pedagogy and predatory culture. New York: Routledge.

McNeese, B. (2016). *Are the Skewness and Kurtosis Useful Statistics?* Retrieved from spc for excel: https://www.spcforexcel.com/knowledge/basic-statistics/are-skewness-and-kurtosis-useful-statistics

Marckwardt, A.(1972). Changing winds and shifting sands. *MST English Quarterly*, 21, 3-11.

Memon, G. R. (2007). Education in Pakistan: The Key Issues, Problems and The New Challenges. *Journal of Management and Social Sciences* 1:3, 47-55.

Memon, n., Memon, S. A., & Soomro, A. (2016). Concept of Best Practices in English Language Teaching to Pakistani ELT Fraternity. *Advances in Language and Literary Studies*.

Metcalf, T. (2018). *Examples of Neuro-Linguistic Programming in the Workplace.* Retrieved

from The Nest: https://woman.thenest.com/examples-neurolinguistic-programming-workplace-18150.html

Millrood, R. (2004). The role of NLP in teachers' classroom discourse. *ELT journal, 58*(1), 28-37.

Milton Model. (n.d.). Retrieved from NLP WORLD: https://www.nlpworld.co.uk/nlp-glossary/m/milton-model/

Mind Read. (n.d.). Retrieved from Psychology Today: https://www.psychologytoday.com/us/basics/mind-reading

Mochrie, E. (2010). REFRAMING PROVIDES A WHOLE NEW PERSPECTIVE. Retrieved from https://www.inspire360.co.uk/reframing-provides-a-whole-new-perspective/

Moore, C. (2009). NLP in education. *Unpublished M. Sc. thesis, Nui Maynooth University, Ireland.*

Mortiboys, A. (2005). Teaching with Emotional Intelligence. Routledge Taylor & Francis Group. London & New York

Muhammad, N., Buksh, K., Ali, Z., & Masum, R. (2017). Teaching Practices of English Language in The Schools of. *International Journal of Experiential Learning & Case Studies*, 34-39.

Naeem. (2011). *NLP and English Language Teaching.* Retrieved from NEOEnglish: https://neoenglish.wordpress.com/2011/02/02/nlp-and-english-language-teaching/

National Research Council. 2000. How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. https://doi.org/10.17226/9853.

Nawab, A. (2012). Is it the way to teach language the way we teach language? English language teaching in rural Pakistan. *Academic research international, 2*(2), 696.

Nietzsche. (n.d.). *Lost performative.* Retrieved from Nietzsche & NLP: http://nietzsche-explains-nlp.org/encyclopedia/lost-performative/

Nikolov, M. (1999). 'Why do you learn English? 'Because the teacher is short. 'A study of Hungarian children's foreign language learning motivation. Language Teaching Research, 3(1), 33-56.

Nongard, R.(2016). *Language Patterns to Influence NLP Patterns.* Retrieved from Subliminalscience: https://subliminalscience.com/wp-content/uploads/2016/07/Language-Patterns-to-Influence-NLP-Patterns.pdf

Noor, M., & Shahbaz, M. (2015). nglish Language Teachers and Trained Teachers in Pakistan: Ground Realities, Discernments and Practices. *HOPE JOURNAL OF RESEARCH, 3*(1).

Normality Testing - Skewness and Kurtosis. (n.d.). Retrieved from Good Data Documentation : https://help.gooddata.com/doc/en/reporting-and-dashboards/maql-analytical-query-language/maql-expression-reference/aggregation-functions/statistical-functions/predictive-statistical-use-cases/normality-testing-skewness-and-kurtosis

Nunan, D. (1988) *Syllabus Design,* CUP

O'Connor, J., & Seymour, J. (1990). *Introducing Neuro-Linguistic Programming.* London: Harper Collins .

O'Connor, J. (2001). *Leading with NLP: Essential leadership skills for influencing and managing people.* HarperCollins UK.

O'Connor, J. and McDermott, I. (2001). Thorsons Way of NLP. London: Thorsons.

O'Connor, J., & Seymour, J. (2002). Introducing nlp. London: HapperCollins.

O´Connell Rust, F. 2007. Action Research in Early Childhood Contexts. In Hatch, A.J. (edit). 2007. Early Childhood Qualitative Research. New York: Routledge. 95-96.

O'Connor, J., & McDermott, I. (2013). Principles of NLP : What It Is, How It Works, and What It Can Do for You. London: Singing Dragon.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L.J. & Russo, R.P. (1985). Learning strategies used by beginning and intermediate ESL students. Language Learning, 35(1): 21-46.

Organizing Your Social Sciences Research Paper: Quantitative Methods. (2019, July 13). Retrieved from USC Libraries: https://libguides.usc.edu/writingguide/quantitative

Overdurf, J. and Silverthorn, J. (1994) Training Trances. Portland: Metamorphosis Press.

Oxford, R. L. (2003). Language learning styles and strategies: An overview. Learning Styles & Strategies/Oxford, GALA, 1-25

Paik, J. (2008). Learning English, imagining global: The narratives of early English education experiences in South Korea. The International Journal of Learning, 15:10, 71-78.

Pasikowski, Slawomir. (2017). Gregory Bateson's cybernetic methodology: The ecosystem approach in empirical research.

Patil, Z. N. (2008). Rethinking the objectives of teaching English in Asia. Asian EFL Journal, 10:4, 227-240.

Patrick, J., P. (2005). Neuro linguistic programming and organizational development. Retrieved from http://www.timesofmalta.com/articles/view/20051030/business/neurolinguistic-programming-and-organisational-development.73547

Pekrun, R., Goetz, T., & Titz, W. (2002). POSITIVE EMOTIONS IN EDUCATION. In E. Frydenberg, *Beyond coping: Meeting goals, visions, and challenges.* Oxford University Press.

Pennycook, A. (2010). Language as a local practice. London: Routledge.

Pishghadam, R., Shayesteh, S., & Shapoori, M. (2011). Validation of an NLP scale and its relationship with teacher success in high schools. *Journal of language teaching and research*, 2(4), 909-917.

Pishghadam, R., & Shayesteh, S. (2014). Neuro-linguistic programming (NLP) for language teachers: revalidation of an NLP scale. *Theory and Practice in Language Studies*, 4(10), 2096.

Pyszcynski, T., & Cox, C. (2004), `Can we really do without self-esteem? Comment of Crocker and Park (2004)', (2004), Psychological Bulletin, 130 (3), 425-429

Rahman, T. (1997). The Urdu—English Controversy in Pakistan. *Modern Asian Studies*, 31(1), 177-207.

Rahman, T. 1999. Language, Education and Culture. Karachi: Oxford University Press.

Rahman, T. 2002. Language, Ideology and Power. Karachi: Oxford University Press.

Ramganesh, E., & Paulraj, I. J. M. (2015). Prospective Teacher Educators' Awareness towards the Key Components of NLP.

Rapport. (n.d.). Retrieved from British Council Teaching English: https://www.teachingenglish.org.uk/article/rapport

Ready, R., & Burton, K. (2010). *Neuro-linguistic programming for dummies*. John Wiley & Sons.

Revell, J., & Norman, S. (1997). *In your hands: NLP in ELT*. Saffire Press.

Revell, J., & Norman, S., (1999). Handing over: NLP-based activities for language learning. London: Saffire Press.

Rich, S. (2010, Oct 4). 5 nlp techniques that will transform your life. Retrieved from

http://simonarich.com/nlp-techniques

Richards, J. C., & Rodgers, T. S. (1986). Communicative language teaching. *Approaches and Methods in Language Teaching. New York: Cambridge UP*.

Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge University Press.

Richards, Cameron. (2001). Do the alternative methods of Suggestopedia and The Silent Method have applications for introducing interactive approaches to second language teaching in resistant in EFL contexts?. English Teacher. 25. 36-45.

Richards, J. C., & Rodgers, T. (2001). Approaches and methods in language teaching (2nd ed.). New York: Cambridge University Press.

Richards, J. C., & Schmidt, R. (2002). Longman dictionary of applied linguistics and language teaching. *Harlow, UK: Longman*.

Richards, J. C. (2005). *Communicative language teaching today*. SEAMEO Regional Language Centre.

Rivers, W. M. (1991). The Psychologist and the Foreign Language Teacher. Illinois: University of Chicago Press.

Rosenthal, R. and Jacobson, L. (1992) Pygmalion in the Classroom. Norwalk: Crown House Publishing.

Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, 9(1): 41-51.

Rubin, J. & Thompson I. (1994). How to be a more successful language learner (2nd Ed.). Boston: Heinle & Heinle.

Sapsford, R. (2006). *Survey research*. Sage.

Sarmdiyan, S., & Pouyamanesh, J. (2012). Investigating the Effectiveness of Teaching Neuro-Linguistic Programming Strategies on High School Students' Self-Esteem. *American Journal of Scientific Research*, (69), 10-19.

Sarwar, S., Ahmad, N., & Hyder, S. I. (2017). Academic writing deficiencies of business management students: causes, effects and solutions. ICERI2017, Seville, Spain, 9024-9029.

Satir, V., & Baldwin, M. (1983). Satir step-by-step: A guide to creating change in families. Palo Alto, CA: Science and Behavior Books.

Scheier, M. F. & Carver, C. S. (1985). Optimism, coping, and health: assessment and implications of generalized outcome expectancies. Health Psychology, 4, 219-247.

Scheier, M. F. & Carver, C. S. (1993). On the power of positive thinking: the benefits of being optimistic. Current Directions in Psychological Science, 2, 26-30.

Schneider, N. (2017). *5 Tips to use NLP Practitioner State Elicitation & Submodalities.* Retrieved from global NLP: https://www.globalnlptraining.com/blog/5-tips-use-nlp-practitioner-state-elicitation-submodalities/

Seale, C. (1999). Quality in qualitative research. Qualitative Inquiry, 5(4), 465-478.

Sentence Clarity: Nominalizations and Subject Position. (n.d.). Retrieved from Purdue University: https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/nominalizations_and_subject_position.html

Sewell, H. D. (2003). The Good Language Learner. Second Language Acquisition. Retrieved from: http://www.cels.bham.ac.uk/resources/essays/Sewell_SLA.pdf

Shabiralyani, G., Hasan, K. S., Hamad, N., & Iqbal, N. (2015). Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. *Journal of Education and Practice*.

Shamim, F. 2008. Trends, issues and challenges in English language education in Pakistan.

Asia Pacific Journal of Education 28(3), 235-249.

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and realities: Developing countries and the English language*, 291-310.

Sies, M. C. (n.d.). *Definition of Teaching Modules.* Retrieved from https://amst.umd.edu/mini-center/resources/resource19.html

Simon, R. (1987). Empowerment as a pedagogy of possibility. Language Arts, 64(4), 370-382.

Singh, A., & Abraham, A. (2008). Neuro linguistic programming: A key to business excellence. Total Quality Management & Business Excellence, 19(1/2), 141-149. doi:10.1080/14783360701602353

Skinner, H. and Croft, R. (2009) NeuroLinguistic Programming techniques to improve the self-efficacy of undergraduate dissertation students, Journal of Applied Research in Higher Education, 1: 1: 9–38.

Smith, A. (2016). *How not to communicate – 'nominalisations' (with examples).* Retrieved from Practical NLP Podcast: https://nlppod.com/meta-model-nominalisation-examples/

Stern, H.H. (1975). What can we learn from the good language learner? Canadian Modern Language Review, 31: 304-318.

Stipancic, M., Renner, W., Schiitz, P. & Dond, R. (2010). Effects of NeuroLinguistic Psychotherapy on psychological difficulties and perceived quality of life. Counselling and Psychotherapy Research, 10(1) - Routledge: 39-49.

Songsiri, M. (2007). *An action research study of promoting students' confidence in speaking English*. (Dissertation of Doctor of Education Degree), School of Arts, Education and Human Development, Victoria University, Australia. Retrieved from eprints.vu.edu.au/1492/1/Songsiri.pdf.

Sova, Tom.(2014). NLP MEZINÁRODNÍ CENTRUM. Practitioner Master.

Speaking Skills1. (n.d.). Retrieved from British Council Teaching English: https://www.teachingenglish.org.uk/article/teaching-speaking-skills-1

Streiner, D. (2003). Starting at the beginning: An introduction to coefficient alpha and internal consistency. Journal of Personality Assessment, 80, 99-103

Sterman, C. M. (1990). Neuro-linguistic programming in alcoholism treatment. New York: Haworth Press.

Stern, H. H. (1983). Fundamental concepts of language teaching: Historical and interdisciplinary perspectives on applied linguistic research. Oxford University Press.

Stevenson, M. (2008). Intro to neuro-linguistic programming. Retrieved from http://www.freenlphomestudy .com/membersonly/iNLP/iNLPManual.pdf

Stuart, J. (n.d.). *Difference Between Informal & Formal Ways of Teaching.* Retrieved from https://classroom.synonym.com/difference-between-informal-formal-ways-teaching-10025885.html

Swan, M. (1985). A critical look at the communicative approach (2). *ELT journal*, *39*(2), 76-87.

Swedberg, R. (2018). On the Uses of Exploratory Research and Exploratory Studies in Social Science. Retrieved from http://people.soc.cornell.edu/swedberg/On%20the%20Uses%20of%20Exploratory%20Research%20and%20Exploratory%20Studies%20in%20Social%20Science.pdf

Swish Pattern. (n.d.). Retrieved from NLP WORLD: https://www.nlpworld.co.uk/nlp-glossary/s/swish-pattern/

Tamura, E. T. (2006). Concepts on The Methodology of Teaching English. *The Economic Journal of Takasaki City University of Economics*.

Tatjana, D. (2009). Teachers ' Professional Identity. EdD Dissertation: The Open University. Available at http://www.humancc.org/tatjana_dragovic_doctoral.pdf.

Thompson, J. E., Courtney, L. and Dickson, D. (2002) "The effect of neurolinguistic programming on organisational and individual performance: A case study", Journal of European Industrial Training, Vol 26, No. 6, pp.292-298.

Torrefranca, E. C. (2017). Development and validation of instructional modules on rational expressions and variations. *The Normal Lights*, *11*(1).

Tosey, P., & Mathison, J. (2003). Neuro-linguistic programming and learning theory: A response. *The Curriculum Journal*, *14*(3), 371-388.

Tosey, P., Mathison, J. & Michelli, D. 2005. Mapping Transformative Learning. The Potential of Neuro-Linguistic Programming in Journal of Transformative Education, 3:2:140-167.

Trebbi, T. (2008). Language learner autonomy in a Norwegian context. In J. Miliander & T. Trebbi (Eds.), Educational policies and language learner autonomy in schools: A new direction in language education. Dublin: Authentik, 40-52.

Truter, J. (2017). Neuro-linguistic Programming Series: Using Logical Levels of Change as a coaching tool. Retrieved from https://www.usb.ac.za/alumni_news/neuro-linguistic-programming-as-coaching-tool/

Tunio, N. A. (2012). A study of the effectiveness of teacher training programs in English for secondary and higher secondary schools in district Larkana. Interdisciplinary journal of contemporary research in business. 4:6, 951-956.

Turner, J. C., Meyer, D. K., Midgley, C., & Patrick, H. (2003). Teacher discourse and sixth graders" reported affect and achievement behaviors in two high-mastery/high-performance mathematics classrooms. The Elementary School Journal, 103(4), 357-382

Tuzela, A. E. B. & Adcanb, S. (2009). Raising the language awareness of pre-service English teachers in an EFL context. European Journal of Teacher Education, 32(3), 271–287

Umrani, T., & Bhugio, F. A. (2015). Language policies and role of English in Pakistan. *THE INTERNATIONAL RESEARCH JOURNAL OF ENGLISH LANGUAGE AND LITERATURE*.

Vaske, J. J. (2008). Survey research and analysis: Applications in parks, recreation and human dimensions. State College, PA: Venture.

Warsi, J. (2004). Conditions under which English is taught in Pakistan: An applied linguistic perspective. *Sarid Journal*, *1*(1), 1-9.

Webb, N. M., Nemer, K. M., & Ing, M. (2006). Small-group reflections: Parallels between teacher discourse and student behavior in peer-directed groups. *The Journal of the Learning Sciences*, *15*(1), 63-119.

Widdowson, H. G. (1990). Aspects of language teaching. Oxford: Oxford University Press.

Williams, M. (2013). *What's the best way to teach languages?* Retrieved from https://www.theguardian.com/teacher-network/teacher-blog/2013/may/14/best-way-teach-language-schools

Williamson, J. M. (2018). Individual Differences. In J. M. Williamson, *Teaching to Individual Differences in Science and Engineering Librarianship: Adapting Library Instruction to Learning Styles and Personality Characteristics* (p. 188). Elsevier Ltd. Retrieved from https://www.sciencedirect.com/topics/psychology/individual-differences

Winch, Stacey (2005) From frustration to satisfaction : using NLP to improveself-expression. In EA Education Conference, English Australia,Mercure Hotel, Brisbane, QLD.

Wright, T. (2010). Second language teacher education: Review of recent research on practice. Language Teaching, 43:3, 259–296.

Wyse, D.& Jones, R. (2001).Teaching English Language and Literacy.London: Taylor &Francis Group.

Vez, J. M. (2008). European Policies in TEFL Teacher Education. The Open Applied Linguistics Journal, 1, 1-8.

Vygotsky, L. S. (1962). Thought and language. Cambridge, MA: MIT Press.

Wake, L. (2010). *Nlp: Principles in practice*. Ecademy Press.

Wake, L. (2011). Neurolinguistic programming: does it have a role in supporting learning or OD interventions. Development and Learning in Organizations, 25(1), 19-21.

Weaver, M. (2009). An exploration of a research-based approach to the evaluation of clients' experience of neuro-linguistic psychotherapy within a private practice making use of the CORE model. In *Current Research in NLP: Proceedings of 2008 NLP Conference* (Vol. 1, pp. 67-83).

What is reframing? (2014). Retrieved 2018, from Mind Academy: NLP institute: http://www.mindacademy.com/nlp/reframing

Wingett, M. (2009). *Basic Hypnotic Language Patterns 1: Cause-Effect.* Retrieved from NLP LIFE: https://www.nlplifetraining.com/general-articles/hypnotic-language-patterns-cause-effect.htm

Witkowski, T. (2011). Thirty-Five Years of Research on Neuro-Linguistic Programming. NLP Research Data Base. State of the Art or Pseudoscientific Decoration?. Polish Psychological Bulletin, 41(2), 58-66.

Wood, J. A. (2006) "NLP revisited: Non-verbal communications and signals of trustworthiness", Journal of Personal Selling and Sales Management, Vol 26, No. 2, pp.197-204

Xie, X. (2009). Why are students quiet? Looking at the Chinese context and beyond, ELT Journal, 64(1), 10-20.

Yalden, J. (1987) *Principles of Course Design for Language Teachers, CUP*

Yemm, G. (2006) "Can NLP help or harm your business?", Industrial and Commercial Training, Vol 38, No. 1, pp.12-17.

Yontef, Gary & Jacobs, Lynne. (2008). Gestalt therapy. Current Psychotherapies. 342-382.

Zemelmen, Steven. Daniels, Harvey. & Hyde, Arthur. (1998). Best practice: New standards for teaching and learning in America's schools. (2nd Ed.). Portsmouth, NH: Heinemann.

Zhan, W., & Shen, Z. (2015). ESL Reading Research Based on Eye Tracking Techniques. *Journal of Software Engineering*, 419-428.

Neuro-linguistic Programming Questionnaire (NLPQ) Scale

Pishghadam, Shayesteh, and Shapoori(2011) declared NLP as a set of tools/techniques that makes learning a psychological process. According to them, NLP can bring remarkable changes in learning context and teaching practices for effective English language pedagogy. The questionnaire constructed and validated by them has been chosen for this study to analyze and evaluate the current ELT practices in Pakistan in relation to NLP techniques/principles. The information gathered as a result of this questionnaire will be kept confidential and will solely be used for the purpose of this research.

Name (optional)_____ **Gender:** _____ **Age:** _____

Years of experience _____**Designation**_____

University_____

Sr #	Questions	Never	Rarely	Sometimes	Very often	Always
		1	2	3	4	5
1	I show my interest to the topics presented by my students.					
2	In answering the questions, I give hints to the students.					
3	While teaching, I use some of the words or phrases used by the learners.					
4	I help my students with less ability.					
5	When the learners do not understand something, I present it in a new way.					
6	I ask my students to pay attention to similarities and differences of the subjects.					
7	I give my students the words needed for a conversation.					
8	I pay attention to the language learners" eye movements.					
9	To ensure learners" understanding and to remove the ambiguities, I ask them some questions.					
10	I let the learners move freely in the classroom.					
11	I give enough time to the language learners to write down notes and do class activities.					
12	I try to create a positive feeling in my students toward language learning.					
13	I create new challenges for my students.					
14	When the language learners do not understand a subject matter, I write it down on the board.					
15	If needed, I ask the language learners to speak clearly.					
16	For holding a dialogue, I present the required grammar.					
17	I prefer to call my students by their first name.					
18	I welcome new and creative answers.					

19	I make use of flash cards, CDs, posters, and other teaching aids.					
20	I ask my students to pay attention to details.					
21	I pay attention to individual differences.					
22	I talk about myself and my own experiences in the classroom.					
23	I ask my students of my teaching and speaking rate in the classroom.					
24	I make use of only one teaching method.					
25	I assign a special duty for every individual.					
26	During the teaching process, I write down the new material on the board.					
27	All my students' opinions are important to me					
28	I get my students' ideas of the topics presented in the class.					
29	For better learning and understanding, I ask the learners to take notes.					
30	I write down the new subject material on the board as a model.					
31	I inform my students of their progress.					
32	I give feedback to my students' correct and incorrect answers.					
33	I run the class in a formal way.					
34	I correct all the language learners' errors.					
35	I ask successful language learners to talk about their personal ways of progress in the classroom.					
36	I expect my students to adjust themselves to my teaching rate.					
37	The learners can form groups freely.					
38	I do not make use of encouragement for my students' progress.					

Activities	Observation
1. Presupposition	
2. Mind Read	
3. Lost Performative	
4. Cause & Effect	
5.Universal Quantifier	
6. Modal Operator	
7. Unspecified Verb	
8. Tag Question	
9. Lack of Referential Index	
10. Comparative Deletion	
11. Extended Quotes	
12. Pace Current Experience	
13. Double Bind.	
14. Conversational Postulate	
15. Nominalization	
16.Utilization	
17. Embedded Commands /Questions	
18. Unconditional Acceptance	
19. Time orientation	
20. Tasking	

07/22/2019

FAIZA ZEB

has successfully completed

Lesson Planning with the ELL in Mind

an online non-credit course authorized by Arizona State University and offered through Coursera

COURSE CERTIFICATE

Ellen Manos
International Educator
Arizona State University Global Launch

Claire McLaughlin
Senior International Educator
Arizona State University Global Launch

Verify at coursera.org/verify/KU586GWVQWUG
Coursera has confirmed the identity of this individual and
their participation in the course.

Observation Checklist

Name of Teacher: _Asif Javed_ University: _COMSATS_

Qualification of Teacher: _PhD (in progress)_

Class: _Communication Skills_ Gender: _Male_

Time Duration: _50 mins_ Class Level: _BS_

Activities	Observation
1. Presupposition	You can do it very well. You ....
2. Mind Read	You can speak v. well on this topic, just give it a try. You're now thinking about how to answer effectively & accurately actively
3. Lost Performative	but any answer will work. I know you can do it well. It's always a good idea to do this way. Reading is a good habit to grasp certain ideas.
4. Cause & Effect	Reading intensively is effective for language learning.
5. Universal Quantifier	✓
6. Modal Operator	Some one else should tell me. You all know about friendship so you should be able to suggest certain words to me; related to it.
7. Unspecified Verb	—
8. Tag Question	You got it, didn't you?
9. Lack of Referential Index	Some one else should tell me. Have you done this? Have you all done this? What might be things positive or negative?
10. Comparative Deletion	—
11. Extended Quotes	✓
12. Pace Current Experience	We have now reached to conclusion of our discussion.
13. Double Bind.	—
14. Conversational Postulate	Is it understandable?

216

15. Nominalization	—
16. Utilization	On this page, you're reading this manual.
17. Embedded Commands /Questions	If I say he is very loyal to me then what come to your mind regarding the idea of loyality?
18. Unconditional Acceptance	Excellent, good, good effort
19. Time orientation	You have few more minutes to think about it.
20. Tasking	We have various and diverse aspect of this communication process and we'll discuss them one by one starting from easy to complex situation

217

Observation Checklist

Name of Teacher: _Momina_   University: _IIUI_

Qualification of Teacher: _MS_

Class: _Communication Skills_   Gender: _Female_

Time Duration: _50 mins_   Class Level: _BS_

Activities	Observation
1. Presupposition	You all have been studying these things for long.
2. Mind Read	—
3. Lost Performative	—
4. Cause & Effect	I can't guarantee your success in exams, if you don't pay attention to lectures in the class.
5. Universal Quantifier	Together you all should agree or disagree You all will give me answers one by one now no matter right or wrong but respond.
6. Modal Operator	I want all to have a look. You know about phrase which is part of your worksheet, so you should be able to solve it.
7. Unspecified Verb	—
8. Tag Question	—
9. Lack of Referential Index	First we will talk about phrase and then we will move to clause so that you come to know better about this. We must now talk about clauses.
10. Comparative Deletion	—
11. Extended Quotes	—
12. Pace Current Experience	You are now on clauses. You are on this page. As you can see here on the board.
13. Double Bind.	—
14. Conversational Postulate	What's going to be a verb in this sentence?

15. Nominalization	What is your understanding regarding the topic? what is your learning?
16. Utilization	More on type of phrases now on the board. You can now see types as I've written on the board.
17. Embedded Commands /Questions	What do you think that how phrases & clauses are different from sentences?
18. Unconditional Acceptance	Yes accepting various options without characterizing them as right or wrong
19. Time orientation	—
20. Tasking	First we'll talk about phrases and then clauses and then finally we will discuss then one by one starting from simple to complex situations.

Observation Checklist

Name of Teacher: _Ursla_   University: _NUML_

Qualification of Teacher: _MS_

Class: _Reading Skills_   Gender: _Female_

Time Duration: _50 mins_   Class Level: _____

Activities	Observation
1. Presupposition	There are v. interesting examples if you give me any.
2. Mind Read	You know about friendship and qualities of a good friend. what idea do you get when you hear the word 'imperative', share your ideas as I know there are many coming to your
3. Lost Performative	It's quite good to have a look at this. mind It is said we learn more when we practise more. right
4. Cause & Effect	The more you read, the more you get. now.
5. Universal Quantifier	It's significant for all of you.
6. Modal Operator	You should now talk about it.
7. Unspecified Verb	_It's good to have a look at this point.
8. Tag Question	—
9. Lack of Referential Index	We should have some discussion now on this topic, we should listen to each other.
10. Comparative Deletion	—
11. Extended Quotes	—
12. Pace Current Experience	Now look around and tell.
13. Double Bind.	—
14. Conversational Postulate	Shall I explain more?

15. Nominalization	To be trustworthy is to have trust from people.
16. Utilization	look around & tell. what can you see around? As you can see here on the board.
17. Embedded Commands /Questions	what idea do you get when you hear the word "imperative"? You gave me the word "bearable" as a quality of mind so what about tolerable?
18. Unconditional Acceptance	quite possible, alright's good
19. Time orientation	—
20. Tasking	You will now think about qualities of a friend and I'll ask you then.

Neuro-linguistic Programming Questionnaire (NLPQ) Scale

Pishghadam, Shayesteh, and Shapoori(2011) declared NLP as a set of tools/techniques that makes learning a psychological process. According to them, NLP can bring remarkable changes in learning context and teaching practices for effective English language pedagogy. The questionnaire constructed and validated by them has been chosen for this study to analyze and evaluate the current ELT practices in Pakistan in relation to NLP techniques/principles. The information gathered as a result of this questionnaire will be kept confidential and will solely be used for the purpose of this research.

Name (optional)_____   Gender: ___♀___ Age: _50+_

Years of experience __20__   Designation_____

University _____ NUML _____

Questions	Never 1	Rarely 2	Sometimes 3	Very often 4	Always 5
1. I show my interest to the topics presented by my students.			✓		
2. In answering the questions, I give hints to the students.			✓		
3. While teaching, I use some of the words or phrases used by the learners.		✓			
4. I help my students with less ability.			✓		
5. When the learners do not understand something, I present it in a new way.			✓		
6. I ask my students to pay attention to similarities and differences of the subjects.				✓	
7. I give my students the words needed for a conversation.					✓

Statement					
8. I pay attention to the language learners' eye movements.					✓
9. To ensure learners' understanding and to remove the ambiguities, I ask them some questions.					✓
10. I let the learners move freely in the classroom.	✓				
11. I give enough time to the language learners to write down notes and do class activities.				✓	
12. I try to create a positive feeling in my students toward language learning.					✓
13. I create new challenges for my students.			✓		
14. When the language learners do not understand a subject matter, I write it down on the board.				✓	
15. If needed, I ask the language learners to speak clearly.			✓		
16. For holding a dialogue, I present the required grammar.				✓	
17. I prefer to call my students by their first name.					✓
18. I welcome new and creative answers.					✓
19. I make use of flash cards, CDs, posters, and other teaching aids.			✓		
20. I ask my students to pay attention to details.		✓			
21. I pay attention to individual differences.			✓		
22. I talk about myself and my own experiences in the classroom.		✓			
23. I ask my students of my teaching and speaking rate in the classroom.	✓		✓		
24. I make use of only one teaching method.				✓	
25. I assign a special duty for every individual.		✓			
26. During the teaching process, I write down the new material on the board.				✓	
27. All my students' opinions are important to me.				✓	

28. I get my students' ideas of the topics presented in the class.				✓	
29. For better learning and understanding, I ask the learners to take notes.					✓
30. I write down the new subject material on the board as a model.					✓
31. I inform my students of their progress.			✓		
32. I give feedback to my students' correct and incorrect answers.				✓	
33. I run the class in a formal way.			✓		
34. I correct all the language learners' errors.			✓		
35. I ask successful language learners to talk about their personal ways of progress in the classroom.		✓			
36. I expect my students to adjust themselves to my teaching rate.				✓	
37. The learners can form groups freely.				✓	
38. I do not make use of encouragement for my students' progress.			✓		

224

Neuro-linguistic Programming Questionnaire (NLPQ) Scale

Pishghadam, Shayesteh, and Shapoori(2011) declared NLP as a set of tools/techniques that makes learning a psychological process. According to them, NLP can bring remarkable changes in learning context and teaching practices for effective English language pedagogy. The questionnaire constructed and validated by them has been chosen for this study to analyze and evaluate the current ELT practices in Pakistan in relation to NLP techniques/principles. The information gathered as a result of this questionnaire will be kept confidential and will solely be used for the purpose of this research.

Name (optional) _Fatima Hussa_ Gender: _Female_ Age: _40_

Years of experience _17 yrs_ Designation _Lecturer_

University _NUML_

Questions	Never	Rarely	Sometimes	Very often	Always
	1	2	3	4	5
1. I show my interest to the topics presented by my students.					✓
2. In answering the questions, I give hints to the students.			✓		
3. While teaching, I use some of the words or phrases used by the learners.		✓			
4. I help my students with less ability.				✓	
5. When the learners do not understand something, I present it in a new way.				✓	
6. I ask my students to pay attention to similarities and differences of the subjects.				✓	
7. I give my students the words needed for a conversation.					✓

Statement					
8. I pay attention to the language learners' eye movements.					✓
9. To ensure learners' understanding and to remove the ambiguities, I ask them some questions.			✓		
10. I let the learners move freely in the classroom.		✓			
11. I give enough time to the language learners to write down notes and do class activities.				✓	
12. I try to create a positive feeling in my students toward language learning.					✓
13. I create new challenges for my students.			✓		
14. When the language learners do not understand a subject matter, I write it down on the board.					✓
15. If needed, I ask the language learners to speak clearly.				✓	
16. For holding a dialogue, I present the required grammar.				✓	
17. I prefer to call my students by their first name.				✓	
18. I welcome new and creative answers.					✓
19. I make use of flash cards, CDs, posters, and other teaching aids.					✓
20. I ask my students to pay attention to details.				✓	
21. I pay attention to individual differences.				✓	
22. I talk about myself and my own experiences in the classroom.			✓		
23. I ask my students of my teaching and speaking rate in the classroom.				✓	
24. I make use of only one teaching method.		✓			
25. I assign a special duty for every individual.		✓			
26. During the teaching process, I write down the new material on the board.					✓
27. All my students' opinions are important to me.				✓	

Statement					
28. I get my students' ideas of the topics presented in the class.				✓	
29. For better learning and understanding, I ask the learners to take notes.					✓
30. I write down the new subject material on the board as a model.					✓
31. I inform my students of their progress.				✓	
32. I give feedback to my students' correct and incorrect answers.					✓
33. I run the class in a formal way.		✓			
34. I correct all the language learners' errors.			✓		
35. I ask successful language learners to talk about their personal ways of progress in the classroom.				✓	
36. I expect my students to adjust themselves to my teaching rate.			✓		
37. The learners can form groups freely.				✓	
38. I do not make use of encouragement for my students' progress.	✓				

Neuro-linguistic Programming Questionnaire (NLPQ) Scale

Pishghadam, Shayesteh, and Shapoori(2011) declared NLP as a set of tools/techniques that makes learning a psychological process. According to them, NLP can bring remarkable changes in learning context and teaching practices for effective English language pedagogy. The questionnaire constructed and validated by them has been chosen for this study to analyze and evaluate the current ELT practices in Pakistan in relation to NLP techniques/principles. The information gathered as a result of this questionnaire will be kept confidential and will solely be used for the purpose of this research.

Name (optional)_____ Gender: _Female_ Age: _29_

Years of experience _eg. Four and half years_ Designation _V. Lecturer._

University_ NUML / IIUI _____

Questions	Never	Rarely	Sometimes	Very often	Always
	1	2	3	4	5
1. I show my interest to the topics presented by my students.					✓
2. In answering the questions, I give hints to the students.				✓	
3. While teaching, I use some of the words or phrases used by the learners.				✓	
4. I help my students with less ability.					✓
5. When the learners do not understand something, I present it in a new way.				✓	
6. I ask my students to pay attention to similarities and differences of the subjects.				✓	
7. I give my students the words needed for a conversation.			✓		

Statement					
8. I pay attention to the language learners' eye movements.			✓		
9. To ensure learners' understanding and to remove the ambiguities, I ask them some questions.				✓	
10. I let the learners move freely in the classroom.				✓	
11. I give enough time to the language learners to write down notes and do class activities.					
12. I try to create a positive feeling in my students toward language learning.				✓	
13. I create new challenges for my students.					✓
14. When the language learners do not understand a subject matter, I write it down on the board.				✓	
15. If needed, I ask the language learners to speak clearly.					✓
16. For holding a dialogue, I present the required grammar.			✓		
17. I prefer to call my students by their first name.				✓	
18. I welcome new and creative answers.			✓		
19. I make use of flash cards, CDs, posters, and other teaching aids.				✓	
20. I ask my students to pay attention to details.					
21. I pay attention to individual differences.			✓	✓	
22. I talk about myself and my own experiences in the classroom.					✓
23. I ask my students of my teaching and speaking rate in the classroom.				✓	
24. I make use of only one teaching method.				✓	
25. I assign a special duty for every individual.				✓	
26. During the teaching process, I write down the new material on the board.			✓		
27. All my students' opinions are important to me.				✓	

Statement					
28. I get my students' ideas of the topics presented in the class.			✓		
29. For better learning and understanding, I ask the learners to take notes.				✓	
30. I write down the new subject material on the board as a model.			✓		
31. I inform my students of their progress.					✓
32. I give feedback to my students' correct and incorrect answers.				✓	
33. I run the class in a formal way.			✓		
34. I correct all the language learners' errors.			✓		
35. I ask successful language learners to talk about their personal ways of progress in the classroom.			✓		
36. I expect my students to adjust themselves to my teaching rate.				✓	
37. The learners can form groups freely.				✓	
38. I do not make use of encouragement for my students' progress.			✓		

From: ניר רוטנברג <<u>nirr@binyamina.ort.org.il</u>>
Date: Thursday, January 23, 2020
Subject:
To: <u>fzeb@numl.edu.pk</u>

To whom it may concern,

My name is Nir Rotenberg. I am the coordinator of the English department in Ort Binyamina high school and also an NLP Master.

After thoroughly going over Faiza Zeb's NLP module for English training, I can conclude that the module is a well thought of and very advanced, developed and professional module. It contains all main components that NLP stands for, and its objectives are exposing tools for teachers on which they first, will understand their meaning and logic, and second, they will be able to implement them in class in various situations to various students.

The module consists theoretical knowledge that is an inseparable part of any NLP training and it is very well adopted to ESL teachers.

I enjoyed reading this module and I am positive it will be beneficial for Faiza's training teachers.

Sincerely,

Nir Rotenberg

From: **Fatima Hussain** <fahussain@numl.edu.pk>
Date: Saturday, January 25, 2020
Subject: validation letter
To: Faiza Zeb <fzeb@numl.edu.pk>

To Whom It May Concern

My name is Fatima Hussain. I am a lecturer in National University of Modern Languages. I am teaching different Functional and theoretical Courses in English language for the past 20 years.

Being a language teacher, I have come across many students who face anxiety and phobias concerning learning a second language. When given support and positive response , they show startling progress. After reading Faiza Zeb module , I came to realize that this technique has a name and come under neuro-linguistic programming. In her module, she has not only laid the theoretical basis as well as training sessions for language teachers. Undergoing this training, I think language teachers can benefit a lot in overcoming obstacles to achieve learning outcomes.

Sincerely,

Ms. Fatima Hussain

Lecturer

Dept. of English (FC)

From: **Nusrat Nasir** <helloinn2000@yahoo.com>
Date: Saturday, January 25, 2020
Subject:
To: fzeb@numl.edu.pk

TO WHOM IT MAY CONCERN

I am Nusrat Nasir, Assistant professor, at National University of Modern Languages. I have been teaching English at various levels to learners from around the globe since the last sixteen years.

NLP, a well developed field in the world is still a newly emerged domain to many ELT practitioners in our part of the world. So in this regard, Faiza Zeb's endeavour is worth appreciation.

Going through her NLP module, one gets the feeling of hard work put into its compilation. Her expertise and thorough understanding are evident from the selection of the contents and their description. The objectives set for the module, directly correspond to the objectives of NLP.

So I believe that it will yield the desired outcomes deemed by her.

Sent from my iPhone

TEACHER TRAINING NLP MODULE

Week: 1

Unit: 01

Lesson Plan

An Introduction to NLP

Course Description

This course of NLP was designed to help ESL/EFL teachers in Pakistan for effectively teaching their learners regardless of their diverse backgrounds, lack of motivation and interests, and a variety of individual differences. Teachers are usually not trained in ESL/EFL fields and this course helps EL teachers' perception to be molded positively to help their learners for achieving their learning outcomes. It aims at describing various concepts underlying the idea of Neurolinguistic programming while illustrating the variety of assumptions. Also, it effectively explains numerous NLP models which may act as a magical wand to help teachers facilitate their students achieving their desired outcomes without developing stress and anxiety. The course also suggests various ways whereby NLP is effective in NLP and can be incorporated effectively into ELT to being about an efficient and inspirational ELT process.

Objectives

The first unit aims at:

- ❖ Defining and explaining the concept of Neurolinguistic Programming (NLP)
- ❖ To explain History of NLP to reveal its significance
- ❖ To make teachers aware about basic principles and techniques of NLP
- ❖ Develop understanding regarding various models in NLP

Outcomes

At the end of this unit, the teachers should be able to:

- ❖ Talk about NLP and illustrate its concept
- ❖ Discuss various assumptions of NLP
- ❖ Speak about basic principles and techniques of NLP
- ❖ Illustrate various models in NLP

Topic	Content	Material

What is NLP?	❖ The underlying Concept of NLP i.e. what constituted and evoked the concept of NLP
	❖ History of NLP
	   o (Who were the Pioneers of NLP and how and why did they present the concept of NLP? What was their hidden motive or vision behind its origination)
	❖ Various definitions of NLP
	   o (How various people from diverse fields of life understood the concept of NLP?
	❖ Various schools of thoughts regarding the concept of NLP i.e. positive criticism on NLP and negative criticism on NLP
		❖ The section of "Introduction" from the book "NLP: The Essential Guide" (2013) byTom Hoobyar, Tom Darts, and Susan Sanders
		❖ NEUROLINGUISTIC PROGRAMMING (NLP): ITS OVERVIEW AND REVIEW IN THE LENSES OF PHILOSOPHY AND PEDAGOGY by Anis Shaari and Aswati Hamzah
		❖ The concept of NLP from the books: Structure of Magic (1975)and Frogs into Pieces(1979)
		❖ Tosey and Mathison (2003) article on NLP
		❖ O'Connor and Seymour(1990) introduction to NLP
		❖ Kandola(2017) article on introducing NLP

Principles of NLP The Six Basic Principles of NLP-The Pillars of NLP	How is presupposition a linguistic concept that NLP has taken its roots from? What are the principles and presuppositions of NLP? ❖ Your emotional state and level of skills ❖ presuppositions ❖ rapport ❖ Outcome ❖ Feedback ❖ Flexibility	Janicki(2010)on NLP King(2012) on NLP Principles O'Connor and McDermott(2013)on principles of NLP The concepts of NLP were also retrieved from British Council teaching Rich(2010) on NLP techniques
Thirteen Presuppositions in NLP by Revell &Norman(1997)	14. People respond to their experience and not to the reality 15. A Choice is always better than no choice 16. People make perfect choices in their time span 17. People work flawlessly 18. All actions which people perform are performed with an intention 19. People perform every action with a positive intention 20. The unconscious mind stabilizes the conscious mind	Discussion on these principles with the reference to the earlier elaborated and discussed readings

	21. Communication is not only defined as what you convey but also what you receive as a result of communication 22. Mind and body are one single unit 23. We have all resources that we need to gain our desired outcomes 24. All information is processed via our senses 25. Modelling leads to excellence 26. Understanding means to act upon (Revell & Norman, 1997)	
The Representation System in NLP-Use of Senses	❖ Kinesthetic ❖ Visual ❖ Auditory ❖ Olfactory ❖ Gustatory	Sharpley(1984)on preferred representational system Amirhosseini and Kazemian on "Automating the process of identifying the preferred representational system in Neuro Linguistic Programming"(2019)
verbal and non-verbal patterns of language	❖ communication patterns ❖ eye movements, breathing, gestures and postures	Wood(2006) on non-verbal communication Martini and Mastronardi(2020) on world of communication Miroslav Frankovský, Zuzana Birknerová, Eva Benková and Ladislav Suhányi (2017) on NLP
Techniques of NLP	❖ Flexibility ❖ Modelling: matching & mirroring ❖ Reframing ❖ Anchoring ❖ Swish ❖ Pacing and leading ❖ Individual differences ❖ Establishing rapport ❖ Motivation ❖ Emotional and Cognitive boosters	The following readings were chosen to discuss techniques of NLP: ❖ Dilts(1998), ❖ O' Connor(2001), ❖ Jones(2008) ❖ James(2003) ❖ Ready and Burton(2010), ❖ Singh and Abraham (2008), ❖ Pishghadam (2011, 2014) ❖ Zeba(2018) ❖ Winch(2005) ❖ Wake(2010) ❖ Williamson(2018)
Models in NLP	The Meta Programmes in NLP The Milton Model The Outcome Model	❖ Einspruch and Forman(1985) ❖ Tompkins and Lawley(1996) ❖ Wingett(2009) ❖ Grimley(2010) ❖ Losif(2010) ❖ Pishghadam and Shayesteh(2011) ❖ Wake(2011)

Week: 2

Unit: 2

Link between Language Teaching and NLP

Lesson Plan

Objectives

- ❖ To discuss numerous ELT perceptions/perspectives
- ❖ To understand students' role for smooth classroom learning environment
- ❖ To explain a teacher's role in language learning process
- ❖ To draw a link between principles and techniques of NLP with ELT practices

Outcomes

Teachers should be able to understand and discuss:

- ❖ Their significant role in a language classroom
- ❖ Their learners' basic requirement to take part actively
- ❖ Their perceptions as affecting their learners' learning process
- ❖ Connection of learners' outcomes with their teaching methodologies

Outline

Topic	Content	Material
Kinds of Learning	Two basic kinds of learning: ❖ simple learning ❖ generative learning	❖ NLP workbook by O'Connor(2001) ❖ Bord's concept of generative learning(2021) ❖ Paul Main's idea of generative learning ❖ Generative learning theory by Mary K. Wilhelm-Chapin & Tiffany A. Koszalka(2016)

NLP in ELT	❖ What is Humanistic approach to language teaching? How does NLP fall as a set of techniques under the umbrella term of humanistic and behavioural psychology?	❖ Titone(1977)on Humanistic approach to language behaviour and language learning ❖ Humanistic approach to teaching foreign language by Arifi(2017) ❖ Cameron(2001)on alternative methods of language teaching
NLP Practices in ELT	❖ What is representation system in NLP and how is it connected to ELT? Why have educationists, English language teachers, and linguist talked about NLP in ELT? ❖ Preferred representation system in all humans ❖ The use of predicates to detect preferred senses ❖ Behaviour as a tool to determine preferred representation system in learners.	❖ Kong and Farrell(2012) on NLP representation system ❖ Darn(2005)NLP in ELT ❖ Concept of representation system from the reading by Nitin Shah(2022) ❖ NLP and its applicability in EFL by Rayati(2021) ❖ Churches and Terry(2017)on NLP for teachers
NLP and Teaching – Learning relation	Nine features of such relation by Tosey and Mathison(2003): 10. A cybernetic loop and a reciprocal feedback and communication system 11. Map is not a territory 12. Reality is perceived via senses 13. Reflection of people behaviour through verbal and non-verbal means 14. All learning is followed by behaviour formation-everything can be learned and accommodated accordingly in human brain with efforts 15. Learning is always affected by neuro-physiological state 16. Behaviour and beliefs are modified by teachers via certain NLP techniques 17. Teacher's behaviour directly affects learning process 18. Teachers' language patterns affect students' thinking patterns.	Discussion with reference to the earlier discusses points and these features.
The four stages of traditional learning:	Unconscious incompetence • Conscious incompetence • Conscious competence • Unconscious competence(Freeth, 2013, p.40)	Freeth's book "Skills for learning' (2013) was chosen for discussion.

Learning and logical Levels in learning:	• Identity- who are we?
	  I am a teacher.
	• Beliefs and values possessed by us
	  I could be really a good teacher.
	• Behaviour/attitude-What I am doing currently
	• Capabilities- what am I capable enough to do?
	  I can teach.
	• Environment- where we exist/learn
	  I will be teaching this subject.
	  (Freeth, 2013, p.43)
		Freeth's book "Skills for learning' (2013) was chosen for discussion.

WEEK: 3

Unit: 03

Effectiveness of NLP in ELT

Lesson Plan

Objectives

The unit aims at creating awareness regarding:

❖ Benefits of using NLP for teachers

❖ Benefits of achieving learning outcomes with NLP

❖ Benefits of efficient and effective learning process

Outcomes

Teachers should be able to:

❖ Make teaching practices pleasant for them and for their learners

❖ have an anxiety and depression free learning environment where students remain in their comfort zone

❖ to give more learning opportunities and better learning environment to their learners

Week: 3

Topic	Content	Material
The human Brain in NLP and learning process	❖ The concept of State in NLP ❖ The concept of conscious and unconscious mind in NLP ❖ The ideas of beliefs and outcomes in NLP	The following readings were consulted for conveying the intricate concept of brain in NLP: ❖ Jensen(1995) for Brain based teaching ❖ Dilts(1990)for human brain ❖ Michael Hall(2010)on Unconscious mind ❖ Tosey and Mathison on NLP and learning theory(2003)

The Use of Language in NLP and Learning Process	❖ The Language of Neurological Levels ❖ The Formula to Learning Process by Freethe	The concepts were taken from Freeth's (2013) book on skills for learning
NLP Techniques and ELT	❖ Flexibility and ELT ❖ Motivation and ELT ❖ Communication and ELT ❖ Rapport and ELT ❖ Reframing and ELT ❖ Modelling and ELT ❖ Anchoring and ELT ❖ Emotional and Cognitive Boosters and ELT ❖ Pacing and Leading and ELT ❖ Individual differences and ELT	NLP techniques were discussed with reference to the following readings: ❖ Chan(2003) on autonomous learning ❖ Budden(2008) for error correction ❖ Rylatt and Lohan(1995) for rapport ❖ Incecay(2010) for role of teacher talk ❖ Dilts(1998)for modeling ❖ Mochrie(2010) for reframing ❖ Sova(2014)for communication ❖ Ready and Burton's(2010) Book "Neurolinguistic Programming for Dummies for understanding the theoretical grounds of these concepts ❖ Hott(2011) for pacing and leading ❖ Bashir and Ghani(2012)effective communication ❖ Cinka(2012)for anchoring ❖ Hannah(2013) for effects on environment on learning ❖ Lehman(2014)for unconditional acceptance ❖ Lashkarain and Sayadian(2015) for effects of NLP in learning ❖ Pishghadam and Shaesteh(2011, 2014) for all these NLP factors ❖ Hayat(2018) for effects of NLP on learning English ❖ Samer(2018)impact of exposure of NLP in ELT ❖ Ateino(2018) on "why teachers need to adjust to teaching techniques" ❖ Keezhata(2019) for impact of NLP on ELT

WEEK: 4

Unit: 04

How to Incorporate NLP Techniques in EL Classroom

Lesson Plan

Objectives

- ❖ To discuss various ELT experts' opinions regarding incorporating NLP techniques into ELT world
- ❖ To engage teachers in discussion regarding variety of classroom activities in relation to NLP
- ❖ To help teachers design activities in ELT in relation to NLP
- ❖ To make teachers understand the variety of classroom techniques to improve teaching practices

Outcomes

The teachers would be able to:

- ❖ Elaborate upon their classroom activities in relation to NLP
- ❖ design activities in ELT in relation to NLP
- ❖ Reflect upon the variety of classroom techniques to improve teaching practices

Topic	Content	Material
Five keyways where NLP enhances ELT Practices Setting goals Achieving goals Clarifying goals The idea of personal profile questionnaire from Revell and Norman	Revell and Norman (1999) presented five key ways which can be used to effectively enhance teaching practices: The worksheet as provided by Revell and Norman (1999) will be used to help teachers set goals for their teaching practices The worksheet as provided by Revell and Norman (1999) will be used to help teachers achieve goals which they have set earlier The worksheet as provided by Revell and Norman (1999) will be used to help teachers clarify their goals which they have achieved earlier. Fifteen questions are proposed by Revell and Norman (1999) which can be adapted by teachers according to their particular situation.	Revell and Norman's book (1999) (pages 7-21) were consulted for these exercises.
Representation system test ❖ Visual activities ❖ Listening activities ❖ Tactile activities ❖ Psychomotor activities ❖ Language generators ❖ Engaging emotions ❖ Multisensory activities	❖ The whole system will work in classroom activities where teachers make sure that their students realize their preferred representation system ❖ Various activities will be shown to teachers proposed by Revell and Norman (1999) so that they realize how teaching language can be connected to senses? ❖ All senses which Revell and Norman (1999) considered significant for students such as visual, auditory, and kinesthetic will be elaborated upon one by one in connection to their relevant activities to teach better. Worksheets will be shared from the book of Revell and Norman (1999), for all these concepts and their relation to effective teaching practices. The concept of learning by heart will then be understood if learners' preferred senses are used to teach them by providing them a variety of tasks using variety of audio-visual aids.	The worksheets were shared from the book "Handing over NLP based Activities" (Pages: 30-90)
The concept of teaching and re-teaching	Marjorie Rosenberg's concept of teaching and re-teaching and sensory acuity exercises. For instance: Teaching the '3rd person 's' Explain that third person singular needs an 's' in the present simple and write a sample sentence on the board while saying it aloud. Make the sentence into a question, add the 'Does' and cross out the 's'. Say the new sentence aloud and discuss with the learners. Re-teaching the '3rd person 's' Give individual learners cards with words and the letter 's' on them that make a sentence, eg. 'She likes pizza.'	The concept was taken from Roseberg's article on NLP in the classroom(2015) and further discussion was also generated via concluding all the practical aspects where NLP could facilitate the practical application of the earlier mentioned techniques.

Then give one person a card with a question mark on it and another one a card with 'Does'.

Tell the person with the question mark to push away the person with the 'full stop' and the one with 'Does' to push away the 's'.

Ask the learners what they feel in this situation.

Then repeat with the 'full stop' replacing the 'question mark' and the 's' pushing away the 'Does'.

Questions	Options: **Never Rarely, Sometimes,**

Very often, Always

	1	2	3	4	5

1.   In answering the questions, I give hints to the students.

2.   While teaching, I use some of the words or phrases used by the learners.

3.   I help my students with less ability.

4.   When the learners do not understand something, I present it in a new way.

5.   I give my students the words needed for a conversation.

6.   To ensure learners' understanding and to remove the ambiguities, I ask them

          some questions.

7.   I let the learners move freely in the classroom.

8.   I give enough time to the language learners to write down notes and do class activities.

9.   I try to create a positive feeling in my students toward language learning.

10.   I create new challenges for my students.

11.   When the language learners do not understand a subject matter, I write it down on

          the board.

12.   I welcome new and creative answers.

13.   I make use of flash cards, CDs, posters, and other teaching aids.

14.   I ask my students to pay attention to details.

15.   I pay attention to individual differences.

16.   I talk about myself and my own experiences in the classroom.

17.   I ask my students of my teaching and speaking rate in the classroom.

18.   I make use of only one teaching method.

19.   I assign a special duty for every individual.

20.   I write down the new subject material on the board as a model.

21.   I inform my students of their progress.

22.   I run the class in a formal way.

23.   I ask successful language learners to talk about their personal ways of progress in the

          classroom.

24.   I expect my students to adjust themselves to my teaching rate.

25.   The learners can form groups freely.

NLP Factors in the Questionnaire

- ❖ Flexibility: 18, 22, 24, 25
- ❖ Anchoring: 19, 21, 23
- ❖ Elicitation: 6, 10,12,
- ❖ Modelling:11,20
- ❖ Individual Differences: 3, 4 , 8, 9 ,15
- ❖ Leading: 5,17
- ❖ Establishing Rapport:1,2
- ❖ Emotional and Cognitive Boosters: 7, 13,14,16(Pishghadam, Shayesteh, & Shapoori, 2011)

CONSENT FORM

Project: NEUROLINGUISTIC PROGRAMMING AND ENGLISH LANGUAGE TEACHING PRACTICES IN PAKISTAN: AN EXPLORATORY STUDY

Researcher:	Faiza Zeb
	PhD English Linguistics
	Department of English
	National University of Modern Languages
	Islamabad.
Supervisor:	Dr. Ansa Hameed
	Assistant Professor
	Prince Sattam Bin Abdulaziz University, KSA.

Purpose of the Study: The study is based on exploring the relevance of techniques of Neurolinguistic Programing(NLP) to current English language teaching practices in Pakistani context. The researcher aims at observing the existence of numerous language patterns in English language teachers in Pakistani academe from the perspective of NLP Milton Model. I agree to participate in this project under the following conditions:

- The information gathered will be confidential. Teacher names or any other identifying factors will be removed from any report or publication of the data or results.
- The researcher will observe some class sessions during the semester but will not audio or video tape the classes.
- The classes I allow to be observed will be used solely for the purposes defined by the project.
- For information on the project, I can contact the researcher, Faiza Zeb, by emailing her at zebr880@gmail.com

Respondent's signature: _____

Date: _____

Researcher's signature: _____

Date: _____