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THE INSTITUTE OF SOCIAL SCIENCES**

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**IMPLEMENTATION OF NEURO LINGUISTIC PROGRAMMING (NLP)
INTO PERSONAL AND PROFESSIONAL DEVELOPMENT PROGRAMS
OF ENGLISH LANGUAGE TEACHERS**

145957

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**A Ph. D. DISSERTATION IN THE SUBJECT OF
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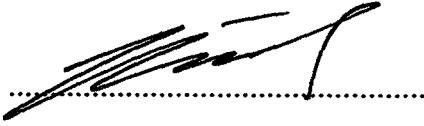
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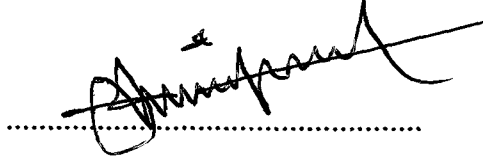


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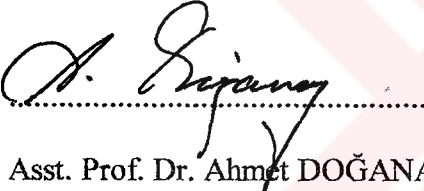
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ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN KİŞİSEL VE MESLEKİ GELİŞİMİNİ HEDEFLEYEN HİZMET-İÇİ EĞİTİM PROGRAMLARINDA NLP TEKNİKLERİN UYGULANMASI

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Öğretmenlik mesleğinde gelişim ve değişimin önemi yadsınamaz bir gerçektir. Bu sebeple öğretmen gelişiminin her aşamasında daha humanistik bir yaklaşım içerisinde olunmalı; öğretmen bir bütün olarak düşünülerek hem mesleki hem de kişisel yaşamını göz önünde bulundurulmalıdır. Burada kastedilen, öğretmenin bilgi, beceri ve toplum içerisindeki rollerinin yanı sıra inançları, değerleri, duygusal durumları ve sosyal ilişkilerinin gelişim ve değişim süreçlerinin de büyük önem taşıdığıdır. Bu bakış açısıyla, Neuro Linguistic Programming (NLP) bir öğretmenin hem mesleki hem de kişisel gelişimine katkıda bulunabilecek önemli bir yaklaşımdır. NLP kişinin düşüncelerini nasıl oluşturduğunu ve bunların davranışlara nasıl yansıdığını açıklamaya çalışır. NLP teknikleri, bir öğretmenin kendini gerçekleştirebilmesi için zihinsel, duygusal ve fiziksel kaynaklarını ne şekilde kontrol altına alabileceğini ve istenilen hedefe nasıl ulaşabileceği konusunda yardımcı olur.

Bu nicelik odaklı (qualitative) çalışmanın amacı NLP tekniklerini kullanarak İngilizce öğretmenlerin kişisel ve mesleki gelişimlerini destekleyen yeni bir hizmet-içi eğitim müfredatı oluşturmaktır. Bu çalışmada ikinci olarak, NLP tekniklerinin İngilizce öğretmenlerin kişisel ve mesleki gelişimlerine olan etkisini ortaya çıkarmak ve bu öğretmenlere hem mesleki hem de kişisel olarak kendilerine bir sistemler zinciri oluşturarak her türlü zorluklarla mücadele edebilecek ve hedeflerine ulaşabilecek inancı sağlamak amaçlanmıştır.

Müfredatının oluşturulması hedeflenen NLP Hizmet-içi eğitimi programına 3 ay süreyle (12 ders), orta öğretim kurullarından 6 tecrübeli İngilizce öğretmeni katılmıştır.

NLP Hizmet-içi eğitim programının etkisini yansıtabilmek için üç temel araçla veri toplanmıştır: Repertory Grid ve mülakat, anket, ve eğitimsel rapor ve günlük. Repertory Grid tekniği ve mülakat, katılımcı İngilizce öğretmenlerin kişisel ve mesleki olarak etkin bir öğretmenin sahip olması gereken özellikleri konusunda kişisel teorilerindeki (inançlarını) yapısal ve içerik açısından değişimleri ortaya çıkarmak amacıyla çalışmanın başında ve sonunda uygulanmıştır. Ayrıca katılımcı öğretmenlerin KENDİ'lerini ve zihinlerindeki IDEAL öğretmeni nasıl algıladıkları da araştırılmıştır. Anket ve eğitimsel rapor ve günlüklerle katılımcı öğretmenlerin NLP Hizmet-içi eğitim programı hakkındaki görüş ve geribildirimleri alınmıştır. Bu doğrultuda bu çalışma, formatör öğretmenlere, eğitimciler ve hizmet-içi eğitimi programcılara gelecekte bu gibi programların oluşturulmasında ışık tutacaktır.

Çalışma öncesinde toplanılan bilgiler Türkiye'deki İngilizce öğretmenlerine yönelik mevcut hizmet-içi eğitim fırsatlarının ya yetersiz ya da tecrübeli öğretmenlerin ihtiyaç ve ilgileri doğrultusunda olmadığıdır. Bu çalışmanın sonunda katılımcı öğretmenlerden NLP Hizmet-içi eğitim programı hakkında çok olumlu dönütler alınmıştır. Bu program, öğretmenlerin kendilerini tanıması, subjectif deneyimler sonucu kendilerine bir sistemler zinciri oluşturarak kişisel ve mesleki her türlü zorlukları aşmaları konusunda yardımcı olmuştur. Buna ek olarak, NLP/Hizmet-içi eğitim programının diğer programlardan farklı ve daha faydalı bulunması sebebi kişisel ve mesleki gelişimi birleştirme özelliğidir. Bu sebeple bu program öğretmenlerin her iki alandaki bilinç ve farkındalık düzeylerini artırmalarına ve dolayısıyla daha sağlıklı eğitim ortamların yaratılabilmesine yardımcı olacaktır.

Kısaca, bu çalışma için oluşturulan NLP Hizmet-içi eğitim programı öğretmen gelişimi alanında, öğretmenlerin yaşam boyu öğrenmelerini destekleyen ve okul-universite işbirliğine güzel bir emsal teşkileden önemli bir çalışmadır.

ANAHTAR KELİMELER

Öğretmen Gelişimi

Kişisel Gelişim

Mesleki Gelişim

Neuro Linguistic Programming (NLP)

Repertory Grid Tekniği

Hizmet-içi Eğitimi

ABSTRACT

IMPLEMENTATION OF NEURO LINGUISTIC PROGRAMMING (NLP) INTO PERSONAL AND PROFESSIONAL DEVELOPMENT PROGRAMS OF ENGLISH LANGUAGE TEACHERS

Emine ÇAKIR SÜRMELİ

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In the field of teaching, the importance of change and/or development is undeniable. At any stage of teacher development, it is essential to take a more humanistic point of view; that is to take into account the “whole teacher”, which covers the teacher’s personal and professional life: his/her beliefs, values, emotional states, interpersonal world as well as knowledge, skills, and roles in the society. Hence, within the close relationship of personal and professional life, uncovering one’s constructs in accordance is of utmost importance to achieve change and/or development. In this respect, Neuro Linguistic Programming (NLP) seemed to be promising to contribute to the personal and professional development of teachers. NLP with its underlying techniques and principles tries to explain how a person structures his/her thoughts, and how this affects his/her behavior. Applying NLP techniques enables the teacher to control mental, emotional and physical resources so that a person can reach his/her potentials.

Drawing on the argument above, this qualitative study aimed to design a new teacher development program to support both personal and professional development of EFL teachers, implementing NLP techniques. This study also aimed to investigate the effects of NLP techniques on the personal and professional development of EFL teachers and to see whether NLP techniques enable teachers to develop a system to support for themselves to cope with problems related to their not only professional but also personal life.

This qualitative study included six non-native, experienced EFL teachers from various Turkish state schools who participated in the NLP-TD program for over three

months (12 sessions). In order to see the impact of the NLP-TD program, Repertory Grids, follow-up interviews, questionnaires and reflection sheets were employed in the study. Repertory Grids and follow-up interviews were administered at the beginning and end of the study to observe the changes in the structure and content of the participant teachers' personal theories regarding the personal and professional features of an effective teacher. We also searched into the nature of participant teachers' construction of "self" as teacher and "ideal" teacher in relation to those features. With the help of the questionnaires and reflection sheets, participant teachers' reactions regarding their experiences of the NLP-TD program were obtained to illuminate teacher educators and INSET providers for future implementations of the NLP-TD program.

Preliminary data indicated that the current teacher development opportunities in Turkey are very limited and fall short of meeting the needs and interests of experienced EFL teachers. Accordingly, these teachers claimed to be left on their own in regards to their development. Findings of this study maintain overwhelming positive responses to the effectiveness of the NLP-TD program. This program helped participant teachers to support themselves discovering their subjective world within their personal and/or professional life. Findings especially note that the NLP-TD program was different from other INSET programs as to its emphasizing and connecting both personal and professional theories. As regards to the Repertory Grid, findings suggest that participant teachers' personal theories displayed significant change both in content and structure at the end of the study.

In conclusion, the NLP-TD program may be an important example for a successful INSET program that supports life-long learning of EFL teachers through school-university collaboration.

KEY WORDS

Teacher Development

Personal Development

Professional Development

Neuro Linguistic Programming (NLP)

Repertory Grid Technique

INSET

Constructivism



**Affectionately dedicated to my son MERT MESUT
who has grown up with this study**

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

There is always an increasing pressure for change in one's life. It is the individual's own responsibility to control this process since social change begins with individual change. As individuals, if we are to develop a society that can deal effectively with any problem, we have to increase the level of our consciousness and awareness, which would automatically raise the level of consciousness of that society.

Usually knowledge is transferred to an individual without considering its experience. It becomes an abstract body of theory existing independently of the knower and develops in time through trial and error during one's professional life. Therefore, not much emphasis is given in the experience of learning it. Moreover, emotions, personal beliefs and values, relationships that rely on subjective experiences are usually devalued; however we cannot experience knowledge objectively. For these reasons, learning is no longer enough, learning to learn is essential (O'Connor & Seymour, 1995).

In the field of teaching, the importance of personal and professional change is undeniable. At any stage of teacher development it is essential to take into account the "whole teacher": their personal history and emotional and interpersonal world as well as the technical and public aspect of their role (Roberts, 1998). At the beginning of developing a sense of the role of a teacher, we all draw on existing constructs of teaching available in our society, "traditional ways in which other language teachers throughout history have made sense of what it means to be a language teacher" (Williams and Burden, 1997, p. 52). Later, although the individual becomes aware of his/her role as a teacher, it is performed in a personal way. The way a teacher carries out the role is a matter of personal choice; thus decisions about change in practice are professional decisions based on personal preferences, beliefs and values (O'Hanlon, in

Elliott, 1993). Hence, we would not suggest rejecting the accepted fundamental aspects of the role of a teacher, but would argue for a broader perspective regarding personal and professional theory which is highlighted by O'Hanlon (in Elliott, 1993) as follows:

Choosing between several alternatives related to life choices, personal problems, and professional encounters are some of the decision areas which might arise in the course of a day. Professional decisions made in a practical busy milieu of practice are influenced by personal factors more than we would like to admit. Professionals dealing with personal problems may be less effective, or respond differently in their professional context because of their own paramount personal needs. Professional actions too may be heavily influenced by personal values.

(p. 243)

Professional development cannot be gained according to the years of teaching. Teachers must actually work to develop because professional development is an active process which is career long, starting with initial training until retirement (Dean, 1991). Therefore, periodic inservice education and training (INSET) programs regarding personal and professional development are essential within one's profession.

Teacher development in English Language Teaching (ELT) in Turkey is associated with a few sources of inservice training. These INSET activities are either offered by the Ministry of National Education (MONE) or are run by foreign agencies like the British Council, the United States Information Service (USIS), local universities and the national professional association INGED/ ELEA (English Language Education Association) established in 1995 to set standards, goals and development agendas for the ELT profession.

For secondary education, MONE is responsible for planning, carrying out, following up and supervising all educational services on behalf of the state. Every year the department responsible for INSET (Hizmet-İçi Daire Başkanlığı) at the Ministry of National Education organizes programs of an average of 2-3 weeks especially during summer months when teachers are free of their teaching load. These programs are held in various cities throughout the country and their locations are determined by the

MONE. However, as Koç (1990) states “the organizational structure of the present department of INSET training in Turkey is not appropriate for offering and maintaining a large variety of courses”.

1.2 Statement of the Problem

Following the line of argument provided above, the results of the feedback, received from both the participants of the pilot study and the informal interviews with the teachers of English at the state schools, made us aware that available INSET programs in Turkey does not seem to support both professional and personal development. For the purpose of this study, a group of randomly selected secondary state school teachers have been chosen to elicit their reflection on the available teacher development programs. The following reasons were stated for a need of an alternative teacher development program;

1. Only a limited number of secondary school teachers of English are able to participate in the INSET programs.
2. Available INSET programs emphasize mainly professional development ignoring personal development.
3. Available INSET programs are not designed according to the needs and preferences of the teachers, these programs mainly focus on content and pedagogic content knowledge (see 1.5.1).
4. Available INSET programs do not encourage secondary school teachers of English to take on the responsibility for their own personal and professional development. There is no room for establishing an understanding of how personal theory interact with professional theory.
5. Available INSET programs seem to lack to understand the aim to help teachers become more self-aware of their subjective experience.

1.3 The Aim of the Study

The aim of the study is to investigate the effects of NLP techniques on the personal and professional development of EFL teachers. It especially aims to see how NLP techniques enable teachers to develop a system to support themselves in coping with any problems related to their personal life and/or professional life. Finally, based on the results of the teachers' reflection, this study attempts to provide EFL teachers with a framework for a new (alternative) teacher development program implementing NLP techniques.

1.4 Research Questions

1. What have EFL teachers gained from the teacher development programs they have participated so far?
2. Could NLP techniques be implemented in designing a new alternative teacher development program in line with the reactions of the participating EFL teachers?
3. How would this alternative NLP- teacher development (NLP-TD) program affect EFL teachers' constructs regarding their perceptions of an effective teacher?

1.5 Operational Definitions

1.5.1 Teacher Knowledge

In this study, teacher knowledge (see Table 1.1) is taken as an essential starting point for designing an INSET program; however, we would argue that it does not reveal the real nature of a teacher's life, which is more social and dynamic. Thus, in this study, we try to go beyond teacher knowledge and consider both personal and professional theories of EFL teacher.

Table 1.1 Types of Language Teacher Knowledge

Content knowledge	Knowing target language system, text types etc.
Pedagogic content knowledge	(Content restructured for purpose of pedagogy) Adapt content and means of communicating linguistic knowledge according to learners' needs
General pedagogic knowledge	Principles and strategies for classroom management Planning and formative evaluation Classroom management Repertoire of ELT activities Aids and resources Assessment
Curricular knowledge	Of the official language curriculum (exams, textbooks, etc.) and of resources
Contextual knowledge	Learners: knowledge of their characteristics; appropriate expectations School: norms of behavior in class and with colleagues Legal accountability Community: expectations and accountability
Process knowledge	Ability to relate to learners, peers, parents Study skills Team skills Observational skills Classroom inquiry skills Language analysis skills

(from Roberts, 1998 p.105)

1.5.2 Inservice Teacher Education and Training (INSET)

INSET is defined as:

Education and training activities engaged in by ... teachers and principals, following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children ... and learners of all other ages ... more effectively.

(Bolam, 1986, in Roberts, 1998, p. 221)

In this study, the term INSET is used from a constructivist perspective proposing that each teacher will reconstruct their awareness of themselves and their own beliefs, and will personalize course input accordingly. Thus, while developing our alternative INSET program for teacher development or professional development (terms used interchangeably) we refer to Roberts' (1998) summary of assumptions in relation to teachers' learning (for the list of assumptions, see Section 2.3.2) and especially focused on teacher development in terms of personal and professional development.

1.5.3 Neuro Linguistic Programming (NLP)

Neuro Linguistic Programming (NLP) is a phrase that covers three ideas. The 'Neuro' part acknowledges the fundamental idea that all behavior stems from our neurological processes of sight, hearing, smell, taste, touch and feeling. We experience the world through our senses; we make 'sense' of the information and act on it. The 'linguistic' part indicates that we use language to order our thoughts and behavior and to communicate with others. The 'Programming' refers to ways we can choose to organize our ideas and actions to produce results. NLP deals with the structure of human experience; how we organize what we see and feel, and how we edit and filter the outside world through our senses. It also explores how we describe it in language and how we act, both intentionally and unintentionally, to produce results (O'Connor and Seymour, 1995).

NLP techniques cover pragmatic models to quantify how we process information , how we structure our thoughts and how this affects our behavior. Applying these models enables us to take control of our mental, emotional and physical resources so we can begin to create our own future lives and destiny. Only in this way, can we use our real power and passion for living.

In short, NLP is a technology for producing change based upon the conscious manipulation of internal and external states and processes to elicit specific behavioral results. In this respect, the NLP-TD program will cover NLP techniques that will promote teacher development from the following aspects;

- knowing what you want, knowing how to set goals for yourself, and knowing how to enable people (i.e. students) to set goals for themselves
- communicating with respect and learning how to get into better rapport with the people around you
- developing flexibility, developing how to act differently when what we are doing is not working for us
- empowering yourself and others
- reading and using body language
- structuring your language so that you create only positive mental impressions
- diffusing the power of past negative experiences.

CHAPTER 2

LITERATURE REVIEW

This chapter ultimately aims to review how Neuro Linguistic Programming (NLP) is originated, and how NLP techniques can be implemented into personal and professional development of EFL teachers. For the purpose of the study, preliminary research on the theoretical framework of related studies such as teacher development, personal and professional theories, teacher change, humanistic approaches to teacher development, constructivism, and social constructivism have also been surveyed.

2.1 Teacher Development

Teacher development, as stated in the literature, is “a process of continual, intellectual, experiential, and attitudinal growth of teachers” (Lange, 1990, p. 250). Hargreaves and Fullan (1992, p. 22), in their discussion to teacher development, highlight three approaches:

- a. Teacher development as knowledge and skill development
- b. Teacher development as ecological change
- c. Teacher development as self understanding

2.1.1 Teacher Development as Knowledge and Skill Development

One way of teacher development is to provide teachers with ‘opportunities to teach’; in other words, to equip teachers with the knowledge and skills that will develop better expertise in subject matter or teaching strategies. This approach was basically based on a training paradigm that implied a deficit in teacher skills and knowledge (Guskey, 1986). Although skill-based teacher development is an important component of the process, it is not usually geared towards teachers’ professional development. Instead, it is imposed on them during short-term in-service teacher training programs. Therefore, it is too often treated as a matter of non-negotiable technical knowledge, which cannot be discussed or debated. The skills teachers are imposed are often introduced out of context; thus, it does not serve the purpose regarding teacher’s

personality, teaching aims and/or setting. Teacher development programs based on this deficit model have been criticized throughout the literature. Researchers including Howey and Joyce (1978), McLaughlin and Marsh (1978), Wood and Thompson (1980) and Guskey (1986) have highlighted the ineffectiveness of professional development programs that have an overemphasis on the deficit approach. Others, including Hopkins (1985), Lovitt and Clarke (1988), Johnson (1989), and Fullan and Stiegelbauer (1991) have provided convincing evidence of the failure of 'one-shot' professional development approaches. Accordingly, "one-shot" courses seem to have the following problems;

- usually one-way interaction (lecture)
- not prepared according to the participant teachers' needs and interests
- teachers have different purposes to attend the course
- not relevant to the setting
- usually overloaded content
- lack of follow-up; there is no attempt to support teachers' implementation
- no feedback and evaluation.

2.1.2 Teacher Development as Ecological Change

In this approach to teacher development, the focus shifts to the context in which teacher development takes place since the working environment provides the conditions where teacher development leads to success or failure. Based on the context, the teacher development programs can come from two directions; in the first one, teacher development may be prescribed by the school administration whereas in the second one, the teacher works on his/her own teaching in the classroom setting (Hargreaves and Fullan, 1992). In either case, a supportive work context, appropriate resourcing and positive leadership are essential components of ecological change based teacher development programs.

2.1.3 Teacher Development as Self Understanding

Teacher development is not merely modifying teaching strategies within the classroom setting, it also involves changing the teacher as a person. Nias (1989) and

Leithwood (1991) highlight three dimensions of the process of personal development that underpin teacher development. First, personal development progresses in various stages. Second, teachers at different periods in their life cycles have different orientations and needs to change and develop. Third, there are personal development issues specific to the teaching career such as promotion, being valued/ devalued, respected etc. Some even argue that teacher development starts with self-understanding of one's personal and practical knowledge of teaching which leads to changes in one's teaching behavior (Fullan and Hargreaves, 1991). Others argue that changes in beliefs come after changes in behavior (Fullan, 1982; Miles and Huberman, 1984). In either case, we can not deny the close relationship between behavior and beliefs. Focusing on behavioral skills without considering the underlying beliefs of the teacher would be misleading in terms of teacher development.

All the above-mentioned aspects emphasize the importance of personal factors in teacher development. What is important is the awareness regarding the need of such personal development. The degree of personal development may inhibit or support certain achievement in professional development; whether it is related to teacher's relations with colleagues, students, teacher's view on change or the quality of his/her classroom instruction.

Some researchers suggest we begin by examining the teacher's work in the frame of the teacher's life, which is a rich source of dialogue and data; if we begin with the life, we find there the teacher not simply as a practitioner but as a striving, purposeful person as well. Issues of class, gender, lifestyle and life cycle all these are formative influences upon the teacher and his or her teaching.

(Goodson, in Fullan and Hargreaves. 1992, p. 10)

Indeed life experiences influence the sorts of teachers people become, and the sorts of teachers they want to be and be seen as being (Lortie, 1975; Lacy, 1977; Nias, 1984, 1989; Hatton, 1988; Sikes, 1992; Roberts, 1998). Teachers at different points in their life cycles have characteristically different orientations to change and

improvement as well as different need in terms of personal and professional development.

We can conclude that life experiences have an important influence on the sort of people/teachers we become, upon our beliefs and values, our perspectives and understandings and attitudes, our behaviors both regarding personal and professional development.

Moreover, it has been argued that adult development is more likely to be successful when it is voluntary rather than coercive; that standardized development programs do not meet the needs and desires of many different teachers in many different settings; and that teachers can take active role in the design of their own professional development. Accordingly, Clark (in Fullan and Hargreaves, 1992) outlines seven principles for self-directed professional development: making personal beliefs and theories explicit, so that it can be worked on more easily; starting and building on strengths rather than weaknesses; outlining a broad five-year plan to establish priorities; learning more consciously in small ways from colleagues rather than form dramatic initiatives introduced by outside authorities; asking for help and support; treating oneself (teacher) with respect; and celebrating successes.

We can infer from the discussion above that understanding teacher development covers an understanding of not only the knowledge and skills a teacher should have but also an understanding of the working context the teacher is in and most importantly an understanding of what sort of a person the teacher is. In other words, in this study, we focus on the understandings of teacher development that are more humanistic and critical in nature (Hargreaves and Fullan, 1992). These understandings take account of the personal theories as well as professional ones in relation to teacher development, which reflect the characteristics of the individual teacher as well as the system. Effective teacher development programs can only be organized if the focus is geared to support and encourage life-long learning of teachers.

2.2. Teacher Development and Change

In the literature, change is identified as a key component of teacher development (Larsen-Freeman; 1983; Lange, 1990; Crookes, 1990; Pennington, 1990; Dean, 1991; Baily, 1992; MacGilchrist et al. 1997; Roberts, 1998; Curtis and Cheng, 2001). Change is not a modification of behavior, it is a teacher's way of making sense of personal meaning regarding new ideas and information; mapping new onto old, and formulating beliefs in light of experience and input, forming ideas in light of observation and reflection (Mathur, 1987). Sikes (in Hargreaves & Fullan, 1992) indicates that change for teachers is not a one-way process. The implementation of change is influenced by teachers' ideologies: by beliefs and values, the body of ideas which they hold about education, teaching context in particular and life in general.

In relation to teacher development and change, Jackson (1992) suggests four ways to contribute to teacher development. The first obvious way to help teachers develop is to tell teachers how to teach. If they already know how, alternative ways for better teaching are taught to them. The second way is to improve the conditions under which teachers work. Some examples could be reducing teaching load, providing more aids, and decreasing student number. The third way of helping teachers develop is relieving teachers from psychological discomfort and helping them to meet the demands of their work. This is usually more or less achieved by suggesting self-help techniques. The fourth way is to help teachers gain a deeper, broader, and richer understanding of what they experience during their personal and professional life.

Clarke and Hollingsworth (2002) summarize six perspectives on teacher change, which are not mutually exclusive but actually interrelated:

- Change as training - change is something that is done to teachers; that is, teachers are "changed".
- Change as adaptation – teachers "change" in response to something; they adapt their practices to changed conditions.
- Change as personal development – teachers "seek to change" in an attempt to improve their performance or develop additional skills or strategies.

- Change as local reform - teachers “change something” for reasons of personal growth.
- Change as systemic restructuring – teachers enact the “change policies” of the system.
- Change as growth or learning – teachers “change inevitably through professional activity”; teachers are themselves learners who work in a learning community.

(pp. 947 – 948)

Change in general, can only take place while considering a person’s purpose, preferences, attitudes and learned experiences of the world. During this period, each person copes with the uncertainties of life by trying to hold on the basic structure of meaning they have constructed so far. Thus, change may involve loss, which is the loss of existing constructs he/she has created for better understanding (O’Hanlon, in Elliott 1993). Regarding the loss in professional development, O’Hanlon (1993) indicates the following:

In professional development the loss may be a former, routine way of acting and teaching in the classroom or the loss of status associated with teaching certain pupils rather than pupils who bring as higher status, or a changed relationship with a colleague. Each loss is difficult to measure and requires a period of adaptation. It takes time for a person to find a reorientation of thinking and feeling which will integrate the new situation into her/his structure of perceiving and understanding the world.

(p. 255)

Freeman’s (1989) views regarding change in teacher development both from the teachers’ and providers’ point of view are worth mentioning;

- Change does not necessarily mean doing something differently; it can mean a change in awareness. Change can be an affirmation of current practice... .
- Change is not necessarily immediate or complete. Indeed some changes occur over time, with the collaborator serving only to initiate the process.

- Some changes are directly accessible by the collaborator and therefore quantifiable, whereas others are not.
- Some types of change can come to closure and others are open-ended.

(p.38)

If we are to facilitate professional development of teachers, we are supposed to have a better understanding of the process by which teachers grow professionally and the conditions (both personal and professional) that support and promote that growth and change. Accordingly, various researchers suggest models to explain the process of teacher change (see Fullan, 1982; Guskey, 1986; Clarke, 1988; Cobb, Wood and Yackel, 1990; Clarke and Peter, 1993). Drawing on this, Clarke and Hollingsworth (2002) further elaborated and suggest the Interconnected Model (see Figure 2.1)

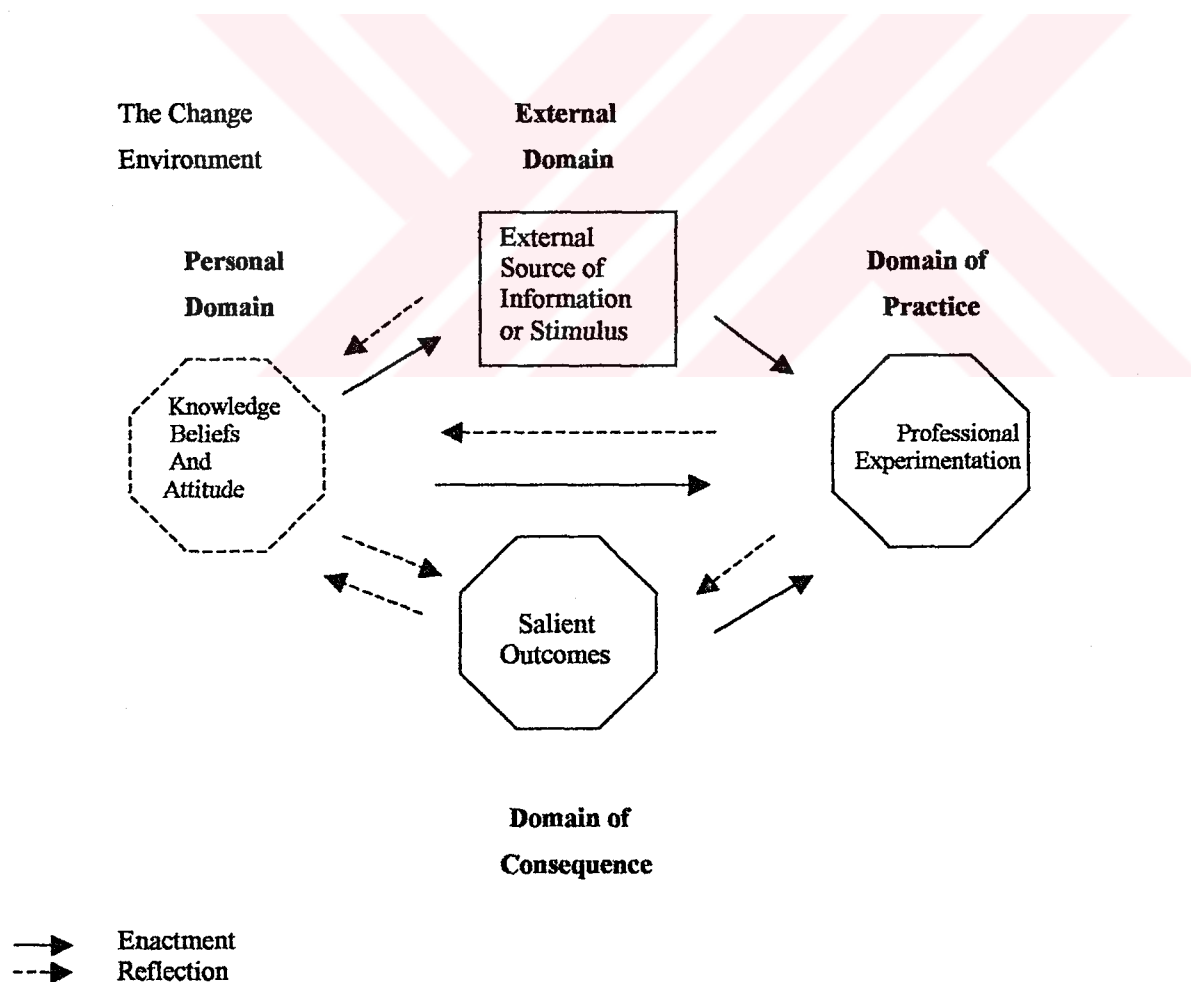


Figure 2.1 The interconnected model of professional growth

In line with this model, change occurs through the mediating process of “reflection” and “enactment”, in four distinct domains, which encompass the teachers world: the personal domain (teacher knowledge, beliefs and attitudes), the domain of practice (professional experimentation), the domain of consequence (salient outcomes), and the external domain (sources of information, stimulus or support). This model highlights the complexity of professional growth through the identification of variable growth pathways between the domains recognizing the idiosyncratic and individual nature of teacher professional growth. Clarke and Hollingsworth (2002) summarize the importance of the Interconnected Model for future teacher development purposes as follows;

The Interconnected Model of Professional (Teacher) Growth takes teacher change to be a learning process and suggests the possible mechanisms by which this learning might occur. The non-linear structure of the model provides recognition of the situated and personal nature not just of teacher practice, but of teacher growth: an individual amalgam of practice, meanings, and context. Our support for the process of teacher growth must offer teachers every opportunity to learn in the fashion that each teacher finds most useful ... If our professional development programs are to recognize the individuality of every teacher's learning and practice, then we must employ a model of teacher growth that does not constrain teacher learning by characterizing it in a prescriptive linear fashion, but anticipates the possibility of multiple change sequences and a variety of possible teacher growth networks.

(Clarke and Hollingsworth, 2002, p. 964)

The conclusion we might draw from the above discussion is that change and professional growth of teachers are complex issues. During this process, they are likely to need support to manage changes (Baily, 1992; Kennedy & Kennedy, 1996; MacGilchrist et. al., 1997; Walker & Cheong, 1996). Designers of teacher development (INSET) programs have to anticipate and encourage all alternatives to support personal and professional development, which are mainly subjective to the teacher. Thus, while designing our NLP-TD program we considered primarily the subjective experiences of

individual teachers. Our program was not prescriptive in that we valued each teacher's own world in order to bring about change in their personal theories.

2.3 Personal and Professional Theories

Teachers need to make systematic observations about his/her teaching experiences if they want to develop themselves. This can only be achieved if teachers develop their personal and professional theories in order to become aware of their beliefs and values, and have a better understanding of the actions in a teaching situation which demands flexible and individual responses. Professional theories "form the basis of a shared knowledge and understanding about the 'culture' of teaching and provide the opportunity to develop discourse on the implicit and explicit educational issues raised by those theoretical perspectives" (O'Hanlon, 1993: p. 246). On the other hand, personal theory is defined as "an individual theory unique to each person, which is individually developed through the experience of putting professional theories to the test in the practical situation" (O'Hanlon, 1993: p. 246). Even though in educational change literature, references to personal theories appear less frequently (Curtis & Chang, 2001), the importance of personal theory in line with professional theory has been getting more importance. Roberts defines personal theory as "the beliefs and constructs teachers apply to teaching" (1998: p. 27). Another definition of personal theory is stated by Tann (1993), who defines personal theories as "set of beliefs, values, understandings, assumptions- the way of thinking about the teaching profession" (p. 55).

Professional theories are generally transmitted by pre-service teacher education in colleagues and universities. Later on, while the teacher is performing the previous learning to teaching, he/she adds his/her own understanding of the professional theories, which form the personal theory.

2.4 Theoretical Framework for Educational Psychology

Educational psychology has been defined in various ways. Kaplan (1990, in Williams & Burden, 1997:6) describes it "as the application of psychology to education by focusing on the development, evaluation and application of theories and principles of learning and instruction that can enhance lifelong learning". However, Williams &

Burden (1997) claim that this definition fails to recognize the fundamental difference between learning and education. Despite the fact that learning is obviously part of education, more emphasis must be given to learner's life and educating the "whole" person. They also believe that

... as part of the process of education, teachers themselves should maintain a continuous process of personal reflection, within which they become aware of the personal and cultural values and beliefs that underpin their own and other peoples actions. Only by raising their awareness in this way can teachers come to understand fully their own implicit educational theories and the ways in which such theories influence their professional practice.

(Williams & Burden, 1997, p. 7)

It is not within the scope of this study to go into discussion of all approaches to educational psychology. Rather, this study aims to point out three major schools of thought: humanism, constructivism and social constructivism, which form the framework for the implemented teacher development program.

2.4.1 Humanistic Approaches

Humanistic approaches put the emphasis on the importance of the inner world of the learner and see the individual's thoughts, feelings and emotions as the basis for all human development (Williams & Burden, 1997). These approaches add a new dimension where the focus is on the development of the "whole" person rather than only on the development and employment of cognitive skills. In this respect, theories introduced by Erik Erikson (see Section 2.4.1.1), Abraham Maslow (see Section 2.4.1.2), Carl Rogers (see Section 2.4.1.3) and Kelly (see Section 2.4.2.1) identified a number of key elements of the humanistic approaches to education.

2.4.1.1 Erik Erikson

The basis for Erikson's theory (1963, in Williams and Burden, 1997) consists of eight stages through which a human psychologically develops (see Table 2.1). Erikson suggest that every individual passes through maturational stages set by society from birth to old age, which impose various challenges or his/her life. If these challenges are dealt with adequately with the help of significant people in their lives, the move to the next stage would be relatively smoothly and future challenges would be expected more positively. However, if challenges are not handled well enough, they might frequently reappear as problems and make future challenges difficult to cope with (Williams & Burden, 1997).

Table 2.1 Erikson's Eight Stages of Psychological Development

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

(from Allen, 1997, p. 161)

From the educator's point of view, Erikson's theory is important because of the following reasons;

- It provides a 'life-span' view of psychology which helps us to recognize learning and development as lifelong, rather than restricted to a particular phase of one's life.
- By focusing on important tasks at different stages of a person's life, it enables us to see that real-life learning involves challenges, which often require a particular kind of help from others.
- It presents learning as a cumulative process whereby our resolution of one set of life tasks will have a profound influence upon how we deal with subsequent tasks.
- Education is viewed as involving the whole person, the emotions and feelings; it does not involve merely transmitting pieces of knowledge.

(Williams & Burden, 1997, p. 33)

2.4.1.2 Abraham Maslow

Some psychologists explained human behavior in terms of meeting basic needs driven by certain needs. The best known supporter of this idea is Abraham Maslow (1968) who proposed a hierarchy of human needs. (see Figure 2.2)

Maslow's human needs are based on two groupings: deficiency (or maintenance) needs and being (or growth) needs. Deficiency needs are related to an individual's basic physiological needs such as hunger, thirst, sleep, need for safety or security, need for belonging, love and self-esteem. All the mentioned needs are essential for the psychological and biological balance of a person. Within the deficiency needs, each lower need must be met before moving to the next higher level; otherwise it would be impossible to fulfill needs further up the hierarchy.

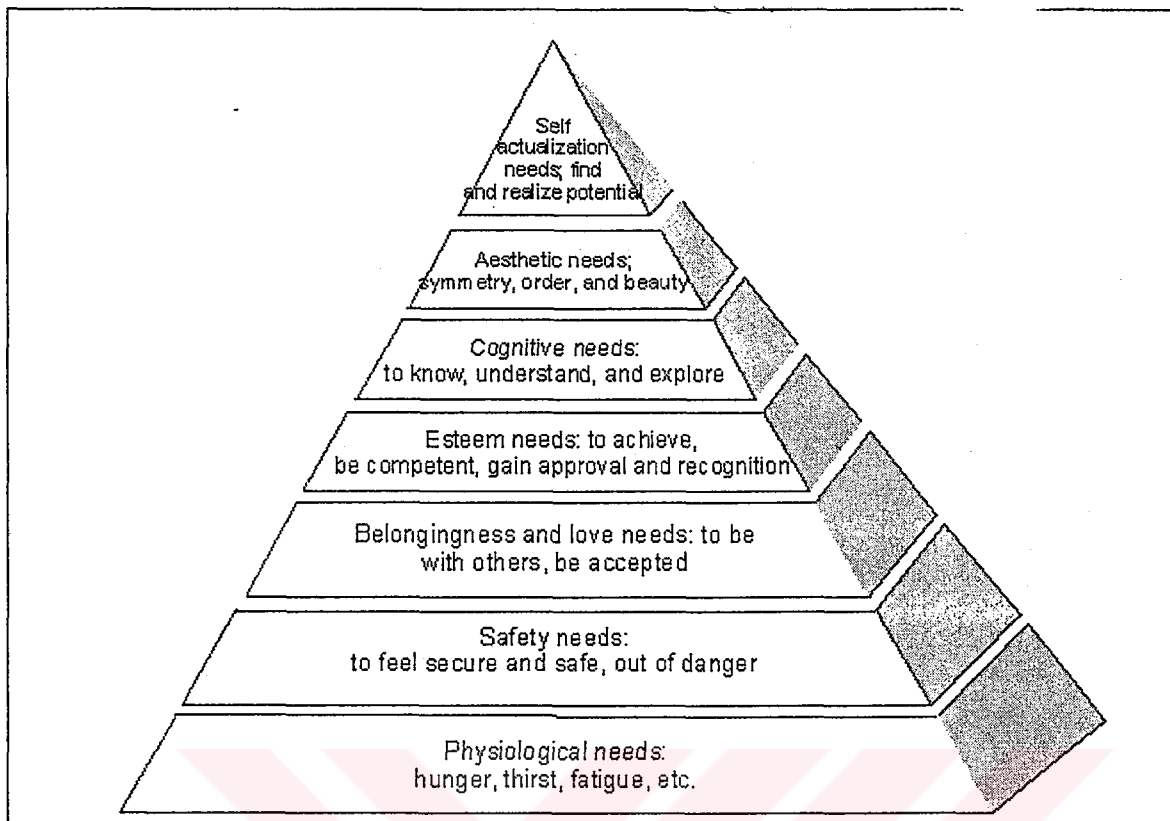


Figure 2.2 Maslow's hierarchy of human needs (taken from Hjelle & Ziegler. 1992, p.448)

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

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

(Maslow, 1971)

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

- Students may have difficulties with learning in schools as their basic needs are not met.

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

(Williams & Burden, 1997, p. 34-35)

2.4.1.3 Carl Rogers

Rogers (1969, 1982) has had a great influence on humanistic psychology. Rogers' personality theory was based on empathy as he believed that the only way to understand someone's personality was through that person's own point of view, and that present feelings and emotions greatly impact personality. Rogers believed that every person was driven by the innate tendency towards self-actualization, or what Rogers called a fully-functioning person, so as to develop physical and psychological abilities and potentials. Other important proponents of Rogers' theory include unconditional positive regard, positive self-regard, conditions of worth, and conditional positive regard. The premise of the theory is that individuals can strive towards self-actualization if they are provided with unconditional positive regard, which refers to receiving approval regardless of behavior. If a person receives continual unconditional positive regard, they will eventually develop positive self-regard where they will view themselves in a positive light, thus increasing self-esteem. However, if conditional positive regards are demonstrated: only certain behaviors are approved and other unexpected behaviors are disapproved, then it sets conditions of worth and thus impedes self-actualization.

Rogers has obviously has great contributions to the humanistic approach of education which have been summarized as follows;

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

(Williams & Burden, 1997, p. 35-36)

In this study, we share the idea that humanistic approach to education do inform and enhance teachers' practices in class as summarized by Williams & Burden (1997):

- create a sense of belonging;
- make the subject relevant to the learners;
- involve the whole person;
- encourage a knowledge of self;
- develop personal identity;
- encourage self-esteem;
- involve the feelings and emotions;
- minimize criticism;

- encourage creativity;
- develop a knowledge of the process of learning;
- encourage self-initiation;
- allow for choice;
- encourage self-evaluation.

(p.38)

On the contrary, we also emphasize the importance of the humanistic approach in teacher development. Humanism concentrates upon the development of a person “as a whole”. If the teacher feels good about him or herself, then it is a positive start. Feeling good about oneself would involve an understanding of oneself, his/her strengths and weaknesses, and a belief in one’s ability to improve. Learning is the key to self-development which is in Maslow’s term ‘self-actualization’. This time, we have to recognize how vital each individual’s search for personal meaning becomes in the learning process (Williams & Burden, 1997).

2.4.2 Constructivism

Constructivism has roots in philosophy, psychology, sociology and education. But while it is important for educators to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher professional development. The fundamental principle of constructivism is that people (teachers) “will make their own sense of the ideas and theories with which they are presented in ways that are personal to them ... (and that) ... each individual constructs his or her reality and therefore learns different things in very different ways ...” (Williams & Burden, 1997, p. 2).

Constructivism is based on the belief that people operate with mental representations of the world which is our knowledge and this knowledge may change as learning takes place (Dewey, 1938; Roberts, 1998). The learning steps suggested by the constructivist view is as follows:

- The person filters new information according to his or her expectations and existing knowledge of the world;

- S/he constructs the meaning of the input;
- This meaning is matched with her prior internal representations relevant to the input;
- Matching confirms or disconfirms existing representations;
- If there is a match, then s/he maintains the meaning as presently constructed (assimilation);
- If there is a mismatch she revises her representation of the world to incorporate the new information (accommodation).

(Roberts, 1998, p. 23)

We can infer from the steps above that there is an on-going constructing and testing of the learner's own representations of the world before putting them into personal framework. Considering teacher development and training input, change can only take place when new information is accommodated usually through interactions with other colleagues. When teachers 'misinterpret' training inputs, they often assimilate them into their prior ways of thinking which do not lead to change (Roberts, 1998).

In any case, a constructivist view helps us to understand the ways teachers filter out training interventions, or interpret input in order to fit them in their personal theories and prior experiences. This process, as Roberts (1998, p.26) states, "needs to uncover teachers' implicit theories and beliefs in order to make them available for conscious review."

Constructivism has to be recognized in learning of all learners. Thus, constructivist professional development enable teachers to make explicit their understanding of learning, of teaching and of professional development. It enables us to understand personal change better in that it explains why "each individual ... learns different things in very different ways even when provided with what seem to be very similar learning experiences" (William & Burden, 1997, p.2). Providers first have to 'start where teachers are' before aiming at bringing about change both personally and professionally (Roberts, 1998). In this respect, we need future teacher development programs, which provide opportunities for teachers to test and reflect on their personal and professional understandings and build new ones in a systematic way.

Accordingly, in our NLP-TD program, we aimed to create an atmosphere where participant teachers could exchange and share their experiences in order to uncover their implicit theories in regards to their personal and professional life as a starting point for teacher change.

2.4.2.1 Kelly's Personal Construct Psychology (PCP)

Constructivism and humanistic theory are mutually consistent, in that they give importance to the perceptions of the individual and see learning in terms of personal change (Roberts, 1998). George Kelly explicitly acknowledged that all perceptions of human nature are predicated on basic assumptions. He described his philosophical position as “constructive alternativism” (Kelly, 1963; Hijelle & Ziegler, 1992; Allen, 1997; Roberts, 1998; Pope & Denicolo, 2001).

Constructive Alternativism holds that man understands himself, his surroundings and his potentialities by devising constructions to place upon them and then a testing the tentative utility of these constructions against such as interim criteria as the successful prediction and control of events.

(Kelly, 1963, p.1)

Kelly suggests that every person develops a unique repertoire of constructs based on his/her experience of the world and assumes that “ the events we face today are subject to as a great variety of construction as our wits will enable us to contrive” (Kelly, 1970, p. 1). Kelly's striking metaphor has been ‘man as scientist’ . He believed that all of us operate like scientists even on a day-to-day basis. Accordingly, a person erects a representational model of the world which enables him or her to perform a related behavior. This process is subject to change over time since constructions of reality are constantly tested out and modified for the future. These questioning, exploring, revising and replacing resemble processes scientific theorizing; thus the person can be seen as a scientist constantly experimenting with a personal experience (Pope & Denicolo, 2001).

Underlying Kelly's theory are the cognitive structures known as constructs, ways of construing events on “seeing the world” so that the future is anticipated (Kelly,

1980; Allen, 1997). His fundamental postulate is the assumption that a person's psychological processes are routed through various channels in which he/she anticipates events (Kelly, 1963). Kelly further elaborated 11 corollaries to the fundamental postulate, which form the overall skeleton of personal construct theory.

1. Construction Corollary: A person anticipates events by construing their replications.
2. Individuality Corollary: Persons differ from each other in their constructions of events.
3. Organization Corollary: Each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs.
4. Dichotomy Corollary: A person's construction system is composed of a finite number of dichotomous constructs.
5. Choice Corollary: A person chooses for himself that alternative in a dichotomized construct through which he anticipates the greater possibility for extension and definition of his system.
6. Range Corollary: A construct is convenient for the anticipation of a finite range of events only.
7. Experience Corollary: A person's construction system varies as he successively construes the replications of events.
8. Modulation Corollary: The variation in a person's construction system is limited by the permeability of the constructs within whose range of convenience the variants lie.
9. Fragmentation Corollary: A person may successively employ a variety of construction subsystems which are inferentially incompatible with each other.
10. Commonality Corollary: To the extent that one person employs a construction of experience which is similar to that employed by another; his psychological process are similar to those of the other person.
11. Sociality Corollary: To the extent that one person construes the construction processes of another; he may play a role in a social process involving the other person.

(Kelly, 1955)

In other words, Zuber-Skerritt (1992) explains Kelly's fundamental postulate and his corollaries as follows;

They give a picture of the person/learner as a 'personal scientist', with a hierarchical construction system (Organizational Corollary) which is personally unique (Individuality Corollary) and which can be explored by him/herself as well as by others (Sociality Corollary). Apart from their individuality, a group of people may be similar in terms of their construction of experience (Commonality Corollary). The development of conceptual change depends on the permeability (i.e. the degree of openness for change) of a person's constructs (Modulation Corollary) and on the balance between hierarchical integration and consistency of differing constructs on the one hand and their differentiation and inconsistency (Fragmentation Corollary) on the other. Finally a person is not pre-determined in her/his thinking, but can choose alternatives (Choice Corollary). Her/his construing is both cognitive and emotional; the personal construct system is a holistic entity. If any part within the system is changed, this change will have implications for other parts of the total system.

(Zuber-Skerritt, 1992, p. 58)

To sum up, personal construct theory has both strengths and limitations such as the followings;

Positive Sides:

- The theory makes a significant contribution by bringing to the forefront of personality the importance of cognition and construct system;
- It is an approach to personality that attempts to capture both the uniqueness of the individual and the lawfulness of people generally;
- It has developed a new, interesting, and theoretically relevant assessment technique, the REP test. (see Chapter 3)

Negative Sides.

- The theory shows relative neglect of certain important areas such as emotion and motivation;
- Despite Kelly's view that theories are there to be reformulated and abandoned, no one since 1955 has formulated any significant new theoretical developments in personal construct theory;
- It has remained outside of mainstream research relating work in cognitive psychology to personality.

(Pervin & John, 2001, p. 430)

Pope (1993) has applied Kelly's theories for teacher learning and has suggested the following points:

- the world is real but individuals vary in their perception of it;
- an individual's conception of the real world has integrity for that individual;
- teachers use personally pre-existing theories to explain and plan their teaching;
- teachers test these theories for fruitfulness and modify them in the light of such testing.

(pp. 20-21)

In line with the above mentioned points, we can understand that teachers learn best when they are able to reflect on and test out their personal theories through direct personal experience. Hence we have to provide environments where teachers can "voice" their personal theories.

Following the argument so far, we have seen that humanistic approaches provide us with important educational messages regarding the whole-person involvement in any learning. Moreover, we have seen that these approaches have strong links with constructivism since both look for an understanding of the individual's search for personal meaning.

The humanistic perspective extends our understanding of personal change. "It recognizes the whole person and emotional aspect of development, particular when

work is central to a teacher's view of self" (Roberts, 1998, p. 43). The constructivist perspective provide an understanding of individual conceptual change. It explains personal differences in perception and behavior.

However, constructivism has also been criticized by some researchers for excluding some significant aspects of human learning: "it has little to say about the affective aspect of learning, non-rational thinking and skill learning, or about culture and power in the classroom" (Bell and Gilbert, 1996, p. 54). In this respect, while considering teacher development, we should consider the cognitive, affective and behavioral dimensions, as well as the social dimensions of learning and experience. As Dewey (1938, p. 38) indicated, "all human experience is ultimately social ... it involves contact and communication".

Hence, looking from the provider's point of view for any teacher development program, he/she has to;

- address emotional dimensions of development.
- recognize that teachers engaged in deep personal change need consistent support in secure social situations.
- relate all new learning to teachers' prior practices and beliefs.
- start from where teacher are.

(Roberts, 1998, p.36)

2.4.2.2 Social Constructivism

A major limitations of humanistic theory and constructivism is that they tend to focus too much on the individuals and neglect the social aspect of learning (Williams & Burden, 1997; Roberts, 1998).

Learning to teach is not a private journey, but it involves the adoption of a social role, a process of defining oneself as a teacher informed by our images of others and the traditional views of teaching available to us. For this reason, our social landscape intimately affects the nature of our development as teachers.

(Roberts, 1998, p. 36)

Every teacher's professional life and development are set in a social landscape that covers the following main components: the structure of the educational system, the extent to which classrooms and schools are isolated units; the quality and approach of school management; the flexibility of curriculum; prevalent teaching styles and assumptions about the nature of knowledge; the manner and focus assessment; the availability and style of inspection and appraisal; and the availability of opportunities for development (Bell and Gilbert, 1996).

Besides the above mentioned work environment, teachers also experience a personal environment of relationships and social exchange. A teacher's sense of him/herself privately or at work may be shaped by relationships with learners, colleagues and administrators. Consequently, a development of a teacher will be framed by interaction and dialogue available to him/her (Roberts, 1998).

A teacher's development occurs during a constant exchange with their social circumstances such as their immediate working relationships, school situation, and wider social forces (Roberts, 1998). "Learners make their own sense of the world, but they do so within a *social context*, and through *social interactions* learning (Williams & Burden, 1997). Thus, a teacher's main responsibility should be to handle their professional and personal lives within such a landscape since it will affect their future development.

In our study, we do not reject a constructivist view but in line with Roberts (1998) believe that in a broader social constructivist framework which covers both the social aspect of teacher work and learning, and recognizes the dynamic interaction between personal change and social circumstances. Accordingly, we can come up with the following implications of social constructivism (SC) regarding INSET design:

- Providers and teachers need to assess the relationships between their work and wider social conditions.
- SC recognizes dialogue and talk to be central to teacher learning.
- Emphasis is given on dialogue that is collaborative

- Task-focused talk is of special value in that it offers opportunities to clarify one's own meanings and offers social relationships that support changing views of self as teacher.
- SC suggests that teacher learning is best promoted by cycles of related activities which integrate the dimensions of teacher learning.

(Roberts, 1998, pp. 44-46)

In line with the argument above, we argue that a social constructivist view is the most suitable framework for the design for our new INSET program since it comprises both the individual constructivist view of learning, and the individual reflection on social dimensions to teachers' personal and professional environment.

2.5 Neuro Linguistic Programming (NLP)

NLP has been defined in various ways. Dilts (1983) defines NLP as a model of how our brains work, how language interacts with the brain and how to use this knowledge to systematically and methodically 'reprogram' ourselves and others. O'Connor & Seymour (1995) defines NLP as "the art and science of excellence; it connects us back to our subjective experiences through skills and techniques for thinking and acting effectively in the world". NLP is further defined as the art and science of creating human excellence which uses pragmatic models to quantify how we process information, how we structure our thoughts and how this affect our behavior. The application of models enable individuals to take control of mental, emotional and physical resources [www. Performancepartnership.com/training.html]. All three definitions highlight the importance of discovering ourselves while increasing choice and enhancing the quality of life through life-long learning and NLP is an effective alternative for life-long learning. (For more definitions of NLP see Section 3.6.2)

The 'neuro' part acknowledges the fundamental idea that all behavior stems from our neurological processes of sight, hearing, smell, taste, touch and feeling. We experience the world through our senses; we make 'sense' of the information and act on it. The 'linguistic' part indicates that we use language to order our thoughts and behavior and to communicate with others. The 'programming' part refers to ways we can choose to organize our ideas and actions to produce results. NLP deals with the

structure of human experience; how we organize what we see and feel, and how we edit and filter the outside world through our senses: It explores how we describe it in language and how we act, both intentionally and unintentionally, to produce results (O'Connor & Seymour, 1995).

2.5.1 Background to NLP

NLP was developed in the early 1970's from the collaboration of John Grinder, an Assistant Professor of Linguistics at university of California, Santa Cruz, and Richard Bandler, a mathematician and a graduate student of psychology. Together they studied successful therapists such as Fritz Perls, Virginia Satir, Milton Erickson and Gregory Bateson (see Figure 2.3) and found out that all of them followed similar underlying patterns in relation to their clients, the language they used, and beliefs about themselves and what they were doing. Bandler and Grinder took these patterns, worked on them and created NLP which can be used for effective communication, accelerated learning, personal and professional change, and in broader terms for enjoyment of life-long learning (Dilts, 1993; Andreas & Faulkner, 1994; O'Conner & Seymour, 1995; Revell & Norman, 1999). Bandler and Grinder compiled their initial works in four books published between 1975 – 1977: *The Structure of Magic 1 and 2* and *Patterns 1 and 2*. NLP literature has been growing at an increasing speed and amount ever since.

Grinder and Bandler called the patterns NLP because they believed it summarized the essence of what they had discovered. They emphasized the fact that we communicate about our experiences to ourselves and to others through two means:

1. Our neurology, that is, how we 'translate' experiences with our brains into our physiology. (ex. The way our bodies and facial expressions automatically reflect that we are excited, even though we are trying to act as if we are unaffected).
2. Our language, that is, the specific words and formulae we use to describe something. (ex. The difference between saying "I don't want to learn to drive" and "I want to learn to fly").

(Kamp, 1999, p. 24)

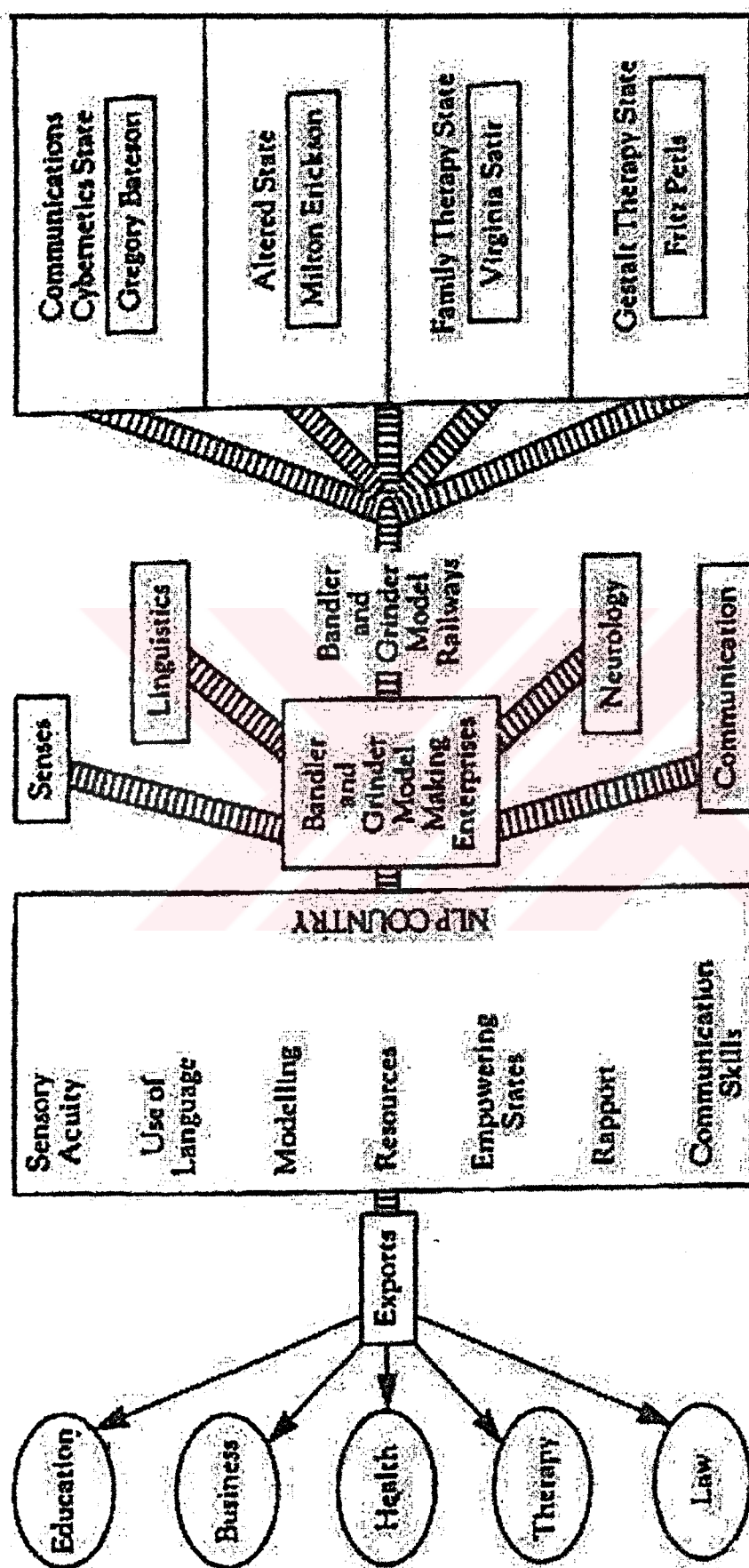


Figure 2.3 A Light Hearted Map of NLP (Adapted from O'Connor and Seymour, 1995)

Furthermore, we develop automatic and usually unconscious patterns or 'programs', both in our neurology and in our linguistics, which are learnt reactions of certain ways to certain specific situations. These types of programs make up an important part of our daily responses, to ourselves, to others and our environment. We do not consciously think about these responses unless they might cause any serious problems (Kamp, 1999). However, NLP challenges us to become aware of the patterns of communication with ourselves and with others. Since these patterns have originally been learnt unconsciously and further developed through observation and personal experience, it is believed that, with the help of NLP, they can be reviewed and taken under conscious control (Dilts, 1993; Andreas & Faulkner, 1994; O'Conner & Seymour, 1995; Revell & Norman, 1995; Kamp, 1999).

NLP has evolved over the years and is now practiced in nearly every country in the world. It is applied to sales, coaching, therapy, management training, and education, which is to say in almost every field where human and personal development is involved.

2.5.2. The Challenge of NLP

NLP provides powerful challenges to traditional thinking on the achievement and success of human beings.

a. Human potential:

NLP suggests that anyone can become excellent in their reactions and responses if they are given the tools, and questions the assumption that we have to live with our own particular strengths and weaknesses, proposing that we can learn to be good at or successful at anything we choose.

b. Finding the resolution:

NLP suggests that we pay attention primarily to the resolution rather than the problem. In this way, we do not lose time with thinking about; for example, what went wrong in a meeting, rather concentrate on how we wanted it to go and even take immediate action steps.

c. Natural learning:

NLP proposes that learning comes easily and naturally to human beings. We can make changes to ourselves and to what we do without having to try too hard. As children, we have learnt enormous amounts apparently without any great effort and we can continue to develop ourselves in ways we choose and become the person we want.

(Kamp, 1999, pp.25- 27)

NLP is not the first approach in offering these principles. They appeared in many philosophies throughout history as main components of self-development. However, NLP differs in that,

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

(Kamp, 1999, p. 27)

We can understand that NLP offers basic fundamental patterns of excellence from which a person can construct his/her own unique version.

2.5.3. Techniques of NLP

NLP is a technology, which simply means that it is a set of guiding principles, attitudes, and techniques (see Chapter 3) about real life behavior. It allows you to change, adopt or eliminate behaviors, and gives you the ability to choose your mental, emotional, and physical states of well-being. With the help of NLP, you learn how to grow from every single life experience to achieve a better life quality [<http://www.nlpcom/info/whatnlp.shtm/>].

NLP is based on certain operating principles (presuppositions), core pillars and techniques. They are introduced in different level of certification such as practitioner, master practitioner, trainer, master trainer, and master trainer elite on academic commercial levels [[http:// www. nlpcom/certification.html](http://www.nlpcom/certification.html)].

NLP rests on four pillars, which could be described as the fundamental concepts that support each other – outcome, rapport, sensory acuity, and flexibility.

Outcomes in NLP mean similar to goals or objectives. NLP is very much an ‘achievement oriented technology’ and is based on the belief that knowing precisely what you want helps you to get it.

Rapport is the heart of successful communication with other people. It is a way of maximizing similarities and minimizing differences between people at a non-conscious level. Without it, communication can fail, conflict can arise and everyone tends to lose out. With it, communication is positive and harmonious, and everyone is more likely to be happy and to achieve their outcomes.

Sensory Acuity is to do with really noticing what another person is communicating – often non-consciously and often non-verbally. It is to do with observing carefully and not making quick assumptions or judgments, so that we can respond appropriately and with maximum rapport.

Flexibility means doing something different if what you are doing is not working and is not getting you what you want. And it’s having the range of skills and techniques to do something else different if that does not work. And something else, and something else, and something else – until you get there.

(Revell and Norman, 1999)

NLP has also operating principles in defining what we think is possible in our lives. They guide the whole approach. It is interesting to note that there is no attempt to

claim that they are right, or true, only supporting evidence that they are useful operating principles to live by if you want to be excellent (Kamp, 1999). Some of these presuppositions are as follows:

1. Mind and body are interconnected: they are parts of the same system, and each affects the other.
2. The map is not the territory: we all have different maps of the world.
3. There is no failure, only feedback... and renewed opportunities for success.
4. The map is not the territory: what you believe to be true either is true or becomes true.
5. The resources we need are within us.
6. Communication is verbal as well as non-verbal.
7. Communication is conscious as well as non-conscious.
8. All behavior has a positive intention.
9. The meaning of my communication is the response I get.
10. Knowing what you want helps you to get it.
11. Modelling excellent behavior leads to excellence.

(Revell and Norman, 1999)

In this study, we took into account the pillars and presuppositions, and have focused on the techniques especially used for the practitioner level certification, which make up the basic techniques of NLP. The following table (Table 2.2) provides a brief summary of the NLP practitioner skills and techniques;

Table 2.2 Summary of NLP Practioner Skills and Techniques

Training Input	Explanation
Behavioral integration of the basic presuppositions of NLP	Beliefs useful to an NLP Practitioner for accomplishing desired results.
Rapport Establishment & Maintenance	Creating the presence of trust, harmony, and cooperation in a relationship.
Verbal & Nonverbal Pacing & Leading	A method used by communicators to quickly establish rapport by matching certain aspects of their behavior to those of the person with whom they are communicating – matching or mirroring of behavior and then leading it.
Calibrating through Sensory Experience	The process of learning to read another person's unconscious, nonverbal responses in an ongoing interaction by pairing observable behavioral cues with a specific internal response.
Representational Systems (Sensory Predicates and *Accessing Cues)	The five senses: seeing, hearing, touching (feeling), smelling and tasting. Recognizing and utilizing another person's representations. Subtle behaviors that will both help to trigger and indicate which representational system a person is using to think with. Typical types of accessing cues include eye movements, voice tone, tempo, body posture, gestures, and breathing patterns.
Meta Model	A model that identifies categories of language patterns that can be problematic or ambiguous. Used to assist in gathering and processing incoming information.
Milton Model	The hypnotic language patterns of Milton Erickson. Used to assist in installing information and facilitating change.
Elicitation of Well-formed Goals, Directions and Present State	In NLP, a particular outcome is well-formed when it is: (1) stated in positives, (2) initiated and maintained by the individual, (3) ecological – maintains the quality of all rapport systems, and (4) testable in experience – sensory based.
*Overlapping and Translating Representational Systems	Connecting the meaning of one representation to the same meaning in another representation.

Table 2.2 continued

Eliciting, Installing & Utilizing all sensory Anchors	The process of associating an internal response with some external trigger so that the response may be quickly, and sometimes covertly, re-accessed.
*Ability to shift Consciousness	Changing the total ongoing mental and physical conditions from which a person is acting.
Sub-modalities (utilizing including Timelines, Belief Change, Swish Patterns, etc.)	The special sensory qualities perceived by each of the five senses. For example visual sub-modalities include color, shape, movement, brightness, depth, etc., auditory sub-modalities include volume, pitch tempo, etc., and kinesthetic sub-modalities include pressure, temperature, texture, location, etc.
*Chunking	Organizing or breaking down some experience into bigger or smaller pieces. Chunking up involves moving to a larger, more abstract level of information. Chunking down involves moving to a more specific and concrete level of information. Chunking laterally involves finding other examples at the same level of information.
Accessing and Building Resources	The ability to find and use states of mind like confidence, creativity etc.
Content & Context Reframing	The framework surrounding a particular event will often determine how a particular experience or event is interpreted.
Creating & Utilizing Metaphors	Stories, parables and analogies that contain information.
Strategy Detection, Elicitation, Utilization and Installation.	The process of facilitating the acquisition of a new strategy (a set of explicit mental and behavioral steps used to achieve a specific outcome) or behavior. A new strategy may be installed through any of the NLP techniques and/or combination of them.
Demonstration of Flexibility of Behavior and Attitude.	The ability to vary one's behavior in order to elicit or secure a response from another person.

Note: * indicates techniques which were not dealt with in detail during the NLP-TD program.

(taken from <http://www.nlpmind.com/doc/nlp-1847.htm>)

With the help of the above mentioned techniques NLP can enable you to:

- accelerate your ability to learn so that you can not only manage but initiate it, enabling you to lead the way in your particular interests and field of work;
- set compelling outcomes for yourself, ones that by their very nature take on a momentum of their own and maximize the chances that you will achieve what you want, both for yourself personally and for your business;
- build high quality relationships with people around you and those with whom you come into contact in your everyday work and life;
- heighten your sensitivity to yourself and others, so that you are aware of subtle shifts in behavior and attitude and of the effects of the way you communicate;
- develop your flexibility so that you have more choices and consequently more influence over the situations in your life;
- improve your ability to generate commitment, cooperation and enthusiasm in the people around you;
- develop your ability to tap into your unconscious mind and draw on its superior power and potential.

(Knight, 2000, p. 2-3)

Drawing on the above information, the NLP-TD program was developed independently by the researcher for the purpose of this study. The activities were either gathered from different sources or prepared by the researcher herself in regards to EFL teachers' personal and professional development. Since there is little literature on NLP and teacher development, the researcher aimed to apply NLP techniques with the purpose of personal and professional development of EFL teachers. We also tried to not only provide NLP techniques in isolation but to implement them within the entire methodology of NLP with its pillars, presuppositions, practice and techniques.

2.5.4 NLP and Teacher Development

NLP has some applications in education (Dilts, 1983). Professional educators can use NLP to foster understanding and accelerate the learning process while considering both their own personal development and that of the learners they are responsible. Dilts (1983) also states that the education system in general may benefit by mapping out learning and teaching strategies, which have proven to be universally effective for most students. Another important application of NLP in education is the verbal and nonverbal communication patterns of each student to identify how each individual learns most effectively. Learning and teaching NLP enable teachers and students;

- To become able to recognize not only what they are doing but how they are doing it. This awareness will give insight and practical skills to change their learning environment.
- To notice different things in different ways, thus increase awareness in looking.
- To notice themselves and take conscious control over their own development.
- To use improved communication for a better understanding during the learning process.

[<http://www.selfgrowth.com/articles/Best2html>]

Jane Revell and Susan Norman (1999) draw implications for teaching and learning in their two books, and provide variety of activities for teachers to benefit from NLP both in their personal and professional lives (see Chapter 3 for specific activities).

To be effective in a world of constant change and development, a teacher needs the ability to be involved in constant learning and development. It is only recently that concepts such as “learning to learn” and “life-long learning” have come to the fore. These concepts have to be turned into reality by enabling teachers to view training and development as positive and vital; different from their previous traditional training experience (see Section 2.1).

NLP offers a particularly appropriate and different approach to teacher development and teacher training from the provider’s point of view. Considering training as a way of helping people learn to improve, the trainer’s fundamental job is to

demonstrates that change is possible (O'Connor & Seymour, 1994). One way that trainers can achieve the desired goals and establish a more enjoyable learning atmosphere is to present any intervention in a manner that trainees are most capable to understand and reflect on. This process can be facilitated through the application of the principles of NLP since NLP believes that every person has preferred modes of acquiring and processing information (Dastoor, 1993). Kamp (1999) states that "NLP can be an invaluable part of the toolkit, enhancing the effectiveness of the training you offer", and suggests the following features which differ when compared to normal practices;

- Strategies for success: NLP identifies strategies for success rather than strategies to overcome failure. Thus, the focus is not on how to recognize and deal with problems, rather than on how to achieve optimum performance.
- Tailor-made excellence: NLP offers the framework for someone to develop their own 'tailor-made excellence' that means that each individual has total ownership of his/her strategies to put into practice. The emphasis is on reminding the people of their own best version, and not trying to impose them something strange.
- Relevance: The work is very pragmatic and always direct relevant. The specific issues or situations explores by an individual are of his/her own concern.
- Effect on performance: The approach deals with the fundamental attitude and behavior which underlie excellence and therefore direct effect on performance. The learnt techniques can be applied/transferred to a whole variety of situations and contexts.

(Kamp, 1999, pp. 42-43)

In light of the above literature review, the designing process of the NLP-TD program covered certain considerations. In this study, our approach to teacher development was a humanistic approach where the teachers developed as a whole and created a self-understanding of their personal and professional theories: beliefs, values, perspectives, understandings, attitudes and behaviors (Fullan & Hargreaves, 1991, 1992; Goodson, 1992; Clark, 1992; Williams & Burden, 1997; and Roberts, 1998). Life experiences (subjective experiences) have important influences on teacher development

(Lortie, 1975; Lacy, 1977; Nias, 1984, 1989; Hatton, 1988; Sikes, 1992; Roberts, 1998); thus, formerly we aimed to uncover teachers' implicit personal and professional theories in order to make them available for conscious review, being aware of its difficulty (Williams & Burden, 1997; and Roberts, 1997). Next, we aimed to achieve change via enabling teachers to make sense of their personal meanings regarding their old and new ideas and information, and reorganizing their construct system in light of the new experience (Mathur, 1987; Freeman, 1989; Sikes, 1992; O'Hanlon, 1993; Clarke & Hollingsworth, 2002). With the help of the NLP-TD program, we believed to establish an environment where teachers can voice their subjective experiences regarding their personal and professional life, and develop in their own right towards self-actualization (Maslow, 1968; Kelly, 1955; Rogers, 1969, 1982; Pope, 1993; Williams & Burden, 1997; and Roberts, 1997).

Regarding the design of the study, in light of the theories discussed so far, the frame of the reference of this study is mainly related to the data collection tools (see Chapter 3), particular the Repertory Grid. We employed the Repertory Grid methodology as its rationale is based on the theoretical and methodological framework of this study. It is a new and effective tool in especially eliciting cognitions of teachers. In this respect, our study is to some extent consistent in purpose and methodology of previous studies (Sendan, 1995; Yumru, 2000; Pope and Denicolo, 2001). We perceive teachers as constructivists constantly engaged in constructing and re-constructing new meanings while making changes and developments in their personal theories (Kelly, 1955; Williams & Burden, 1997; and Roberts, 1997; Pope & Denicolo, 2001).

The effectiveness of NLP, which is newly employed in teacher development has always been difficult to measure scientifically. This study also aims to reveal the changes (if any) of teachers' personal theories before and after the implementation of the NLP-TD program.

In the following chapter, we report our research design and methodology in detail.

CHAPTER 3

THE DESIGN AND METHODOLOGY

3.1 Introduction

The present study aims to investigate the effects of NLP techniques on the personal and professional development of EFL teachers. It especially aims to see how NLP techniques enable teachers to develop a system to understand and support themselves in coping with any problems related to their personal life and/or professional life. Finally, based on the results of the teachers' reflection, this study attempts to provide EFL teachers with a framework for a new (alternative) teacher development program implementing NLP techniques.

3.2 Research Questions

4. What have EFL teachers gained from the teacher development programs they have participated so far?
5. Could NLP techniques be implemented in designing a new alternative teacher development program in line with the reactions of the participating EFL teachers?
6. How would this alternative NLP- teacher development program affect EFL teachers' constructs regarding their perceptions of an effective teacher?

This study tries to answer the research questions while specifically searching into:

- participant teachers' previous experiences of TD programs
- the structure and content of participant teachers' personal theories regarding an effective teacher (personally and professionally)
- the nature of participant teachers' constructions of "self as teacher" and "ideal teacher" and/or the discrepancies between the two

- the content and the nature of the changes (if any) in participant teachers' personal theories regarding an effective teacher after the implementation of the new program
- participant teachers' reflection regarding their experience of the NLP-TD program
- participant teachers' views and suggestions regarding any modifications of the new NLP-TD program.

3.3 Pilot Study

The aim of the pilot study was to design a syllabus for a new TD program while implementing NLP techniques. Through the pilot study, the researcher especially aimed to gain practice for the main study while making any necessary modifications according to the reflections of the EFL teachers on the content and structure of the pilot study.

Accordingly, 16 EFL teachers (the total number of teachers working at YADIM is 65) at YADIM (The Foreign Languages Center), Çukurova University in Adana/Turkey participated in the pilot study. The NLP-TD program for the pilot study was one of the INSET programs offered by the Staff Development Unit (SDU) at YADIM.

In general, SDU encourages an on-going teacher development by offering the teachers at the institution various inservice programs depending on their teaching experiences, needs and interests (see Figure 3.1) This unit has the following sub-aims:

- to encourage cooperation among teachers
- to motivate teachers for self-development
- to create a basis for exchanging ideas and experiences
- to help teachers update themselves with the recent developments
- to help teachers improve their language proficiency
- to help teachers reflect on their professional and personal life

STAFF DEVELOPMENT UNIT (SDU)

1998-2003 Academic Year Programs

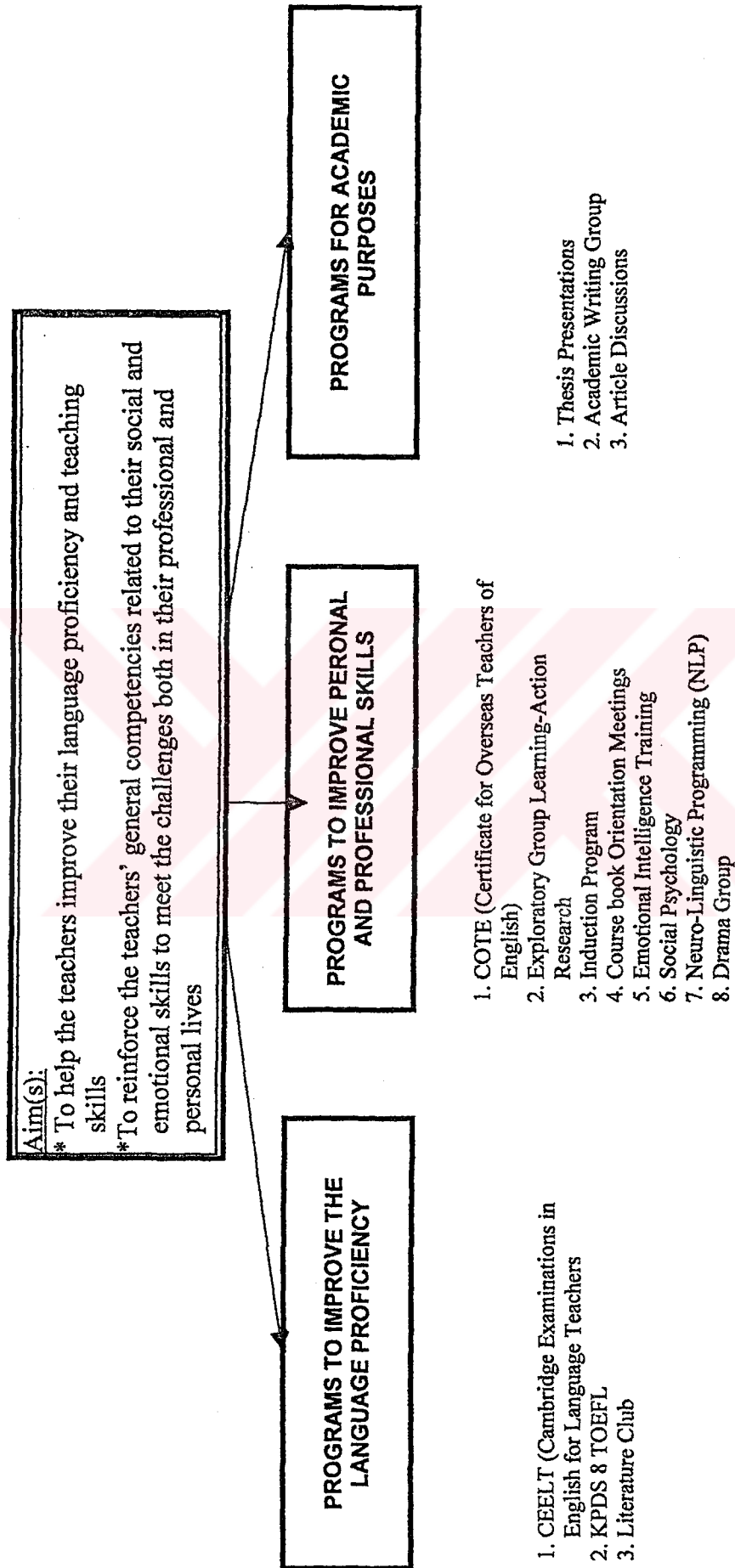


Figure 3.1 INSET activities offered by the SDU

Teachers who are interested in improving their language proficiency can participate in CEELT (Cambridge Examination in English for Language Teachers), KPDS (Language Examination for Public Officials), TOEFL (Test of English as a Foreign Language) and the Literature Club, while teachers who want to improve their academic skills can take part in Thesis Presentations, Academic Writing Group and Article Discussion programs. SDU also offers programs for professional skills. The Induction and Orientation program is especially designed for teachers who start working at YADIM with little or no experience. This program aims to introduce and orient the new teachers with the syllabus at YADIM and help adapt themselves to the new system. Other programs such as COTE, Exploratory Group/ Action Research program, and Course book Orientation Meetings are programs to help teachers improve their teaching skills. Teachers who want to improve their social and emotional skills participate in Emotional Intelligence training and Social Psychology programs. The Drama Group program helps teachers to discover their own and their students' creativity and enable student-teacher stage excitement.

The NLP-TD program started as one of the programs offered by the SDU (see Figure 3.1). The need for this new program came about as an alternative support system for a challenge that encourages both personal and professional development of EFL teachers.

The research design of the pilot study was similar but not identical to the design of the real study. 16 EFL teachers at YADIM accepted on voluntary basis to participate in the pilot study, after an introduction of the new NLP-TD program at the beginning of the academic year. These teachers together with the SDU provider (researcher) came together in the SDU room once a week for 2.5 hour- sessions for 12 weeks. In the pilot study, only Questionnaire II (see Appendix 10) and semi-structured interviews were administered at the end of the 12 weeks to help participant teachers reflect upon their own personal and professional development and to make a general evaluation of the program for future modifications.

3.3.1 Summary of Findings from the Pilot Study

As mentioned above, the purpose of the pilot study was to pilot the content of the sessions and gain practice in applying NLP techniques with teacher development purposes. It was also aimed to see the strengths and weaknesses of the new tentative NLP-TD program (see Appendix 1) for any modifications of the real study. The findings of the pilot study can be summarized as follows;

*All of the participant teachers (16) indicated that the NLP-TD program could be a new INSET program for personal and professional development and added that they would recommend this program to other colleagues.

*Participants agreed that the NLP-TD program was different from the TD programs they had attended so far because the NLP-TD program combined both personal and professional development. Traditional TD programs were too theoretical and mainly based on professional development; however, the NLP-TD program gave practical techniques for personal and professional development. Some comments were as follows:

- *NLP is different from other TD programs in that I can use it both in my professional and personal life.*
- *It is not completely theoretical in content BUT very practical, related to personal and professional development.*
- *NLP is a very good alternative for personal development. If we can develop personally, professional development will come naturally.*
- *NLP gave a chance to think about myself as an individual. Being a teacher is just a part of being ME.*

*While all of the participant teachers said that they plan to use the NLP techniques in future, some mentioned that they had already implemented some experiences of NLP in their personal and professional lives.

- *Yes, I certainly want to implement all experiences I gained through the NLP-TD program in my future life.*
- *Yes, I have already tried out some techniques and enjoyed their results.*
- *In my personal life I realized that I've been critical to others and I'm giving decisions very quickly about other people so that I might be somehow misunderstood. I've learnt to look at events from different aspects. Looking from both the positive and negative sides.*
- *Yes, goal setting was great. Firstly, walking towards your goals in your mind and then reaching in reality... It worked.*
- *I keep telling me "There is no failure, only feedback". This really motivates me.*

*When the researcher asked for any suggestions for future modifications relating the strengths and weaknesses of the NLP-TD program, these points were suggested:

- Teachers were happy with the atmosphere and the way the sessions were held.
- Teachers liked to use both L1 (for discussions) and L2 (for written documents) during the sessions.
- Teachers were especially fond of the relaxation, guided fantasy and inspirational thoughts activities and suggested increasing the number.
- Teachers wanted more activities for in class applications.
- Teachers wanted more readings and more activities during the whole program.
- Teachers wanted to have a follow up study after completing the NLP-TD program for personal applications in their own time.

Considering the comments of the pilot study, the researcher prepared the syllabus for the real study (see Appendix 2).

3.4 Researcher's Background

The researcher has been one of the teacher trainers of the Staff Development Unit at YADIM (The Foreign Languages Center), Çukurova University in Adana/Turkey. She has been working in this unit for seven years and has actively taken

part in organizing programs, meetings and activities for teacher development within the institution. The researcher has not only organized and conducted courses for international language certificates like CEELT, but also organized meetings with state schools in Adana for teacher development purposes of EFL teachers within a School-University Collaboration framework.

Being aware of the principles and techniques in planning, organizing and offering TD programs, the researcher wanted to add a new perspective in the field of teacher development. Thus, having read various books on NLP, she believed that NLP techniques might provide a challenge for both personal and professional development of EFL teachers. The researcher attended two courses on NLP and the NLP practitioner course herself (see Appendix 3) with two goals in mind: to experience NLP techniques on personal basis and to implement some of the techniques effectively in future INSET programs.

3.5 Participants

A total of 6 non-native EFL teachers from different state schools in Adana participated in the main study. The reason why the researcher has not conducted the study at YADIM is because many teachers at YADIM have already participated in various teacher development programs, hence the change (if any) in the teachers' personal theories due to the new NLP-TD program would have been difficult to measure.

EFL teachers at Turkish state schools have little opportunities to develop themselves (see Chapter 1, Çakır, 1996). Thus, after getting the official permission from the National Ministry of Education (see Appendix 4), the researcher advertised and introduced the NLP-TD program at various state schools in order to arouse interest and raise awareness. Upon the completing of this introductory program, 10 teachers ensured their voluntary participation in the program. Out of the 10 teachers, 6 teachers formed the multiple case study group from whom reliable and regular data was obtained.

3.6 Procedure

The NLP-TD program for the main study was conducted for 12 weeks between the spring semester in 2002. The participant teachers and the researcher met weekly for 2.5 hours at a state school at a time previously agreed upon due to its convenience to get together. The design and implementation of the NLP-TD program went through the following stages:

1. Designing a tentative syllabus for the NLP-TD program with the help of the feedback of the pilot study.
2. Eliciting participant teachers' views of an effective teacher regarding his/her personal and professional values at the beginning of the NLP-TD program. (see Section 3.7.1)
3. Searching into participant teachers' previous experiences of TD programs (see Section 3.7.2)
4. Giving information about the general characteristics of the sessions and eliciting participant teachers' expectations, views and suggestions for the forthcoming sessions.
5. Modifying the tentative syllabus by eliminating and adding appropriate activities.
6. Conducting the sessions.
7. Applying process evaluation throughout the NLP-TD program. (see Section 3.7.3)
8. Re-eliciting participant teachers' views on an effective teacher regarding his/her personal and professional values after the NLP-TD program. (see Section 3.7.1)
9. Providing a follow up activity for personal application in their own time.

In the following sections, the general characteristics of the NLP-TD program and its individual sessions will be described in detail.

3.6.1.General Characteristics of the NLP-TD Program

1. COMFORT:

Creating a warm atmosphere was an important characteristic of the NLP-TD program, thus the researcher wanted the participant teachers to sit comfortably and focus only on the program input while even having something to drink.

2. RELAXATION:

At the beginning of each session “Relaxation” activities or “Guided Fantasy” activities were conducted in order to start the sessions effectively, forgetting their daily stress.

3. INSPIRATIONAL THOUGHTS:

As a variety, “Inspirational Thoughts” were provided to provoke interest on a certain topic for group discussions either at the beginning or end of the sessions.

4. MATERIALS:

- Handouts for the course input were provided for each participant.
- Extra materials for in ‘In Class’ usage were provided

5. PROCEDURE:

- Whole group discussions were conducted to comprehend the written documents.
- Pair group and individual work were sometimes used for variety.
- NLP techniques were actively applied and experienced by the participant teachers.
- Follow up discussions on the experiences were held.

6. IMPLICATION:

Implications for personal and professional development were drawn.

3.6.2.Sessions Applied in the NLP-TD Program

Session 1

Aim(s):

The aims to be achieved were as follows:

- to give a real sense of what NLP is all about (definition, background, application).
- to introduce the basic pillars of NLP.

- to inspire participant teachers with what will be done in the forthcoming sessions for future use.
- to provide some techniques and activities in order to experience the connection between mind and body.
- to explain how information is coded in our minds.
- to draw implications for teaching and learning.

Procedure:

After explaining the general features of the NLP-TD program, the researcher explained what the initial NLP means and provided various definitions of NLP, which all together gave an idea of the field.

- ❖ 'NLP is the study of the structure of subjective experience'. (O'Connor)
- ❖ 'NLP is an accelerated learning strategy for the detection and utilization of pattern in the world'. (John Grinder)
- ❖ 'NLP is the epistemology of returning to what we have lost – the state of grace'. (John Grinder)
- ❖ 'NLP is whatever works'. (Robert Dilts)
- ❖ 'NLP is an attitude and a methodology, which leave behind a trail of techniques'. (Richard Bandler)
- ❖ 'NLP is the influence of language on our mind and subsequent behavior'. (O'Connor)
- ❖ 'NLP is the systemic study of human communication'. (Alix Von Uhde)
- ❖ 'NLP is the method for modelling excellence so it can be duplicated'. (O'Connor)

(O'Connor, 2001)

Having given some background knowledge about how NLP came about, the researcher highlighted the areas where NLP is applied (see Chapter 2). Then, the pillars of NLP were introduced to give an understanding of the fundamental concepts which supports the whole system:

- *Outcome*
- *Rapport*
- *Sensory Acuity (Feedback)*
- *Flexibility*
- *NLP Presuppositions*

Outcome refers to knowing what you want. The ability to set outcomes is one of the basic skills of NLP which helps you not only to become aware of what you want but also be able to elicit from others what they want. As phrased by O'Connor (2001, p. 4), "NLP is based around always thinking of *outcomes* in every situation, so you are always acting in a purposeful way".

The researcher emphasized that in the following sessions they would focus on how to set effective *outcomes* and how to achieve them both in their personal and professional lives.

The second pillar of NLP is *Rapport* which is defined as:

Rapport is the quality of relationship that results in mutual trust and responsiveness. You gain *rapport* by understanding and respecting the way another person sees the world. *Rapport* is essential for good communication. It is possible to build *rapport* at many levels, but all involve paying attention to and respecting the other person.

(O'Connor, 2001, p. 4)

Accordingly, the researcher indicated that the ways of establishing good *rapport* would be discussed in one of the following sessions and that building *rapport* was essential both in their professional and personal life.

Another pillar of NLP is *Sensory Acuity* which is the ability to understand you are getting what you want. In O'Connor's (2001) terms *Sensory Acuity* can be described as follows:

Once you know what you want, you have to pay attention to your senses – looking at, listening to and feeling what is actually happening. Your senses are the only way you have of getting direct feedback. You have only your senses to ‘make sense’ of the world. (p. 4)

Drawing on this, the researcher maintained that participant teachers would become more aware of their senses and make use of them to achieve their *outcomes*. Moreover, the researcher emphasized that the NLP-TD program would offer various techniques and knowledge in order to broaden participant teachers’ choices in their life. Being flexible would provide them alternatives and a great sense of freedom both in their personal and professional life. Regarding *Flexibility*, O’Connor (2001) indicates the following:

If what you are doing is not working, then do something else. When you know what you want and you know what you are getting, the more strategies you have to achieve your outcomes, the greater your chance of success. The more choices you have – of emotional state, communication style and perspective – the better your results. NLP encourages choice governed by purpose in a relationship of *rapport* and awareness. (p. 4)

The researcher emphasized that NLP is interested in how our thoughts, actions and feelings cooperate together to produce our experiences. Accordingly, NLP suggest principles or assumptions of how our brain/mind works. These principles or assumptions are called *NLP Presuppositions*. In Revell and Norman’s (1999, p.15) terms, “they are the heart of NLP, which guide the whole approach. Presuppositions are beliefs or ideas that do not need to be accepted as the absolute truth, but acting as if they were true can make a world of difference in your life and teaching”.

The researcher further mentioned that they would work on some presuppositions so as to become aware of their positive contributions to their personal and professional development.

The researcher applied a mini *TIMELINE* activity in order to arouse interest in the fact that we construe events in our minds in different ways. She wanted participant teachers to close their eyes and think about a daily activity; e.g. “Brushing teeth”.

“Think about brushing your teeth: today – yesterday – last week – a year ago – ten years ago... Now think about doing it : today – tomorrow – next week – in a month time – in a year – ten years from now.”

Then, the researcher asked the participants to show the places of their mental pictures: some people see their past to their left and their future to their right, or vice versa; others might have the future stretching out in front of them, and the past behind them, or up and down. There are different forms of timelines. In general a person can be ‘in time’ and ‘through time’. For an ‘in time’ person, the timeline passes through his/her body, thus is associated in the NOW. Often the past is behind him/her and the future in front of him/her. A ‘through time’ person experiences the timeline outside his/her body. He/she sees the past on one side and the future on the other.

With the help of our timelines we can go forward or backwards in our experiences in order to take our present and future resources into the past or we can go to the past to collect resources to bring them back into the present or future for consideration (Revell and Norman, 1999). The researcher indicated that participant teachers would make use of their timelines in the following sessions.

Next, the researcher gave a handout on an *NLP Presupposition (Mind and Body are Interconnected)* and wanted the participant teachers to read silently and comment afterwards on the extract.

“Do you agree with this sentence? How can we relate it to our personal life and professional life? Examples?”

Participant teachers agreed that our thoughts constantly affect our muscle tension, breathing, feelings, and similar functions of our body. And these again affect our thoughts. Thus, they learned some simple techniques to get into a more positive mental attitude. Finally, we shared our personal strategies to feel better both in our personal and professional life.

The researcher did two follow up activities to help participant teachers experience the importance of their emotions and how mind and body are interconnected. In the first activity, she wanted them to close their eyes and think of an unpleasant event they had experienced those days. Next, she wanted them to think about a very pleasant event and relive it. With this short activity, participant teachers realized that nothing

actually happened to affect their feelings. Everything was only visualized in their minds.

In the second activity (Observing your Partner), participant teachers worked in pairs, and each of them gave instructions to the other. Participant A wanted Participant B to close her eyes and think about someone she liked very much and then someone she did not like so much. Meanwhile, Participant A kept observing her colleague. As, Participant B started to think of a person she either liked or not, Participant A tried to guess what type of a person she was thinking about just by analyzing her facial expression, weight distribution, eye brown, muscle tension and color of face.

With the help of these two activities, participant teachers became aware of the link between mind and body.

Another important NLP concept is our *Representational System*. Our *representational system* helps us to explain how we code information in our minds in one or more of our sensory systems: Visual, Auditory, Kinesthetic, Olfactory (smell) and Gustatory (taste) - VAKOG (O'Connor and Seymour, 1995). This system tries to explain what the underlying facts of thinking are. Accordingly, thinking is the way we are using our senses internally. When we think about what we see, hear, and feel, we inwardly create sights, sounds and feelings. We re-experience everything in the sensory form in which we have first experienced it. So, one way we think is consciously or unconsciously remembering the sights, sounds, feelings, tastes and smells we have experienced. In fact, we can even create varieties of sense experience without having had the actual experience (O'Connor and Seymour, 1995). Thus, we see that everything we do – planning, memorizing, fantasizing and problem solving, is realized through our representational system (O'Connor, 2001).

With the above information in mind, the researcher read out some words and wanted the participant teachers to classify them, in a very short time, according to their senses ;

SEE	HEAR	FEEL	SMELL	TASTE
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With the help of this activity and the former explanation, participant teachers become aware of the importance of their *Representational System*. For that reason, with NLP, we can learn to allow our senses to serve us better – to develop the ability to

notice more, make finer distinctions in all the senses; thus, enrich the quality of life (O'Connor and Seymour, 1995).

For the justification of the importance of our senses, another activity was employed (Drawing Exercise). The researcher wanted the participant teachers to think about something they wanted to learn very much and have finally achieved it in their life. She wanted them to draw four pictures to illustrate the answers to the four questions below. The researcher showed an example of her own experience (Parasailing) in order to give an idea about the activity (see Appendix 5).

1. How did you get interested in learning that thing?
2. How did you know you did not know how to do it?
How did you begin?
3. How did you progress?
Did anyone help you?
4. How did you know that you knew how to do it?

1.	2.
3.	4.

After the drawing activity, the researcher asked participant teachers to indicate which representational systems were involved in each stage. She emphasized that we do not use them in isolation and may use more than one sense.

With the help of these activities, participant teachers became aware of the importance of their senses and the researcher encouraged them to pay attention to their senses in their personal and professional life. The researcher also indicated that they would try to develop their sensory acuity during the NLP-TD program, which is one of the main pillars of NLP.

As a final step, the researcher summarized the main points of the session and asked for any implications for their personal and professional life.

Session 2

Aim(s):

The aims of the session were as follows:

- to explain what communication is while working on an *NLP Presupposition*.
- to understand the relationship between verbal and non-verbal communication.
- to highlight the important key terms for an effective communication
 - *Congruency*
 - *Rapport*
 - *Pacing and Leading*
- to work on Outcome Setting
- to provide some techniques and activities in order to clarify the new learnt NLP concepts.
- to draw implications for participant teachers' personal and professional lives.

Procedure:

In the second session, after giving a brief summary of the previous session and eliciting participant teachers experiences in relation to the program input, the researcher emphasized the second *NLP Presupposition* (**Communication is Verbal as well as Non-verbal**). The researcher gave a handout giving information that we only communicate 7% with words and 93% through body language and voice tonality (O'Connor and Seymour, 1995). Later, the researcher asked participant teachers to reflect on this issue.

In order to conduct a successful communication verbally as well non-verbally, we need to be aware of three important concepts of NLP which were also indicated in this session: congruency, *rapport*, pacing and leading.

Congruency is the match between your verbal and non-verbal communication. In broader terms, it is the state when your goals, beliefs and values are align with your actions and words (O'Connor, 2001). The more congruent a person is, the more successful he/she will be.

To make the participant teachers aware of the importance of non-verbal communication, the researcher gave each participant teacher adjectives (e.g. confident, sad, happy) on slips of paper. While one participant teacher was acting out the adjective, the other tried to guess which emotional state he/she acted out. This activity activated

participant teachers thoughts on how they used their non-verbal communication skills in their personal and professional lives.

The researcher distributed a handout giving information about *rappport*, which is one of the four pillars of NLP and also expressed in one of the *NLP Presuppositions* (***Rappport is the key for successful communication***). Next, participant teachers reflected upon their understanding and together with the researcher summarized the main points.

Rappport is defined by O'Connor and Seymour (1995, p.234) as “the process of establishing and maintaining a relationship of mutual trust and understanding between two or more people, the ability to generate responses from another person”. *Rappport* can be established through sharing common interests, work, friends, hobbies, likes, dislikes, political views, and basic beliefs and values. During a conversation, people who are in good *rappport*, are engaged in mutual responsiveness while matching and mirroring the following points during a conversation:

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

Taking into account the above mentioned information, participant teachers were made aware of the fact that the quality of a relationship between people is based on mutual influence and respect (O'Connor, 2001).

The researcher introduced two further NLP concepts (**Pacing and Leading**), which are very important in order to gain *rappport* for effective communication. Pacing and leading are ways of using a language. For example, the best teachers are those who first establish *rappport*, then enter into the world of the learner, and next enable the learner to enter into a greater understanding of their skill or subject (O'Connor and Seymour, 1993). In NLP terms, this is regarded as pacing and leading. *Pacing* is when you enter the other person's world. *Leading* is using the influence you have built up

from pacing (Revell and Norman, 1999). *Pacing* for oneself is as important as *pacing* another person. From time to time we have to pace our own experience before going a step further.

The researcher encouraged participant teachers to become aware of how they use these concepts in establishing an effective communication both in their personal and professional life. The researcher also encouraged participant teachers to internalize them during the activities while working with their colleagues.

Before starting to work on *Outcome Setting* which is one of the pillars of NLP, the researcher read aloud a story in order to arouse interest. Then, she explained why outcome setting is important and how we can set our goals in a meaningful way.

Setting well-formed *outcomes* is crucial in every stage of our life – personal and professional. As stated by Revell and Norman (1999, p. 57), “once you know what it is you want, you can begin to imagine what it would be like, to rehearse it in your mind and to think about what steps you need to take. Then, you can begin to move towards it.”

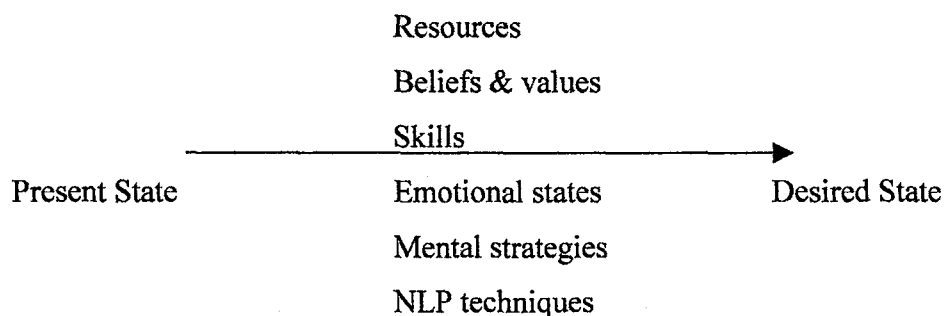
- An outcome must be
- stated in the positive
 - within your power and control
 - must be testable through sensory experience
 - must be appropriately contextualised
 - must be ecological.

(Revell & Norman, 1999)

In order to design a well-formed *outcome*, the researcher wanted the participant teachers to work on an activity (Walking towards the Desired State).

The researcher gave the participant teachers two pieces of paper and wanted them to draw or write down their present state – a situation where they are but prefer not to be or have- on one paper; on the other paper, their desired state – where they wanted to be or have. Next, the researcher wanted the participant teachers to work in pairs. One of the teachers tried to find a place for the ‘Present State’ and put the picture there. Likewise, the participant teacher put the ‘Desired State’ somewhere in the room. Then, with the guidance of her colleague, the participant teacher walked physically from the present state towards the desired state. During this guidance,

rapport was established and while *calibrating* (accurately recognizing another person's state by reading non-verbal signals), questions for *Outcome Setting* were used to monitor the peer, mentally.



After the activity, the researcher indicated that with the help of some features, we are likelier to reach our desired goals. These features are being aware of your personal resources, beliefs and values, skills, monitoring your emotional states and mental strategies, and applying NLP techniques which cover all of them.

Session 3

Aim(s):

In this session, the following points were aimed:

- to provide examples to reduce stress.
- to understand the relationship between *outcome setting* and positive wording.
- to highlight the importance of the use of language in perception.
- to practice some NLP techniques in relation to language usage .
- to draw implication for participant teachers' personal and professional lives.

Procedure:

At the very beginning of the session, the researcher wanted the participant teachers to close their eyes and take a deep breath. She read aloud a guided fantasy text in order to help them forget about their daily stress and feel comfortable; thus, ready for the session. With the help of this activity participant teachers recognized how important emotional states were and that everything actually happened in their minds.

Next, the researcher wanted the participant teachers to make a list of how they relieve stress and aid relaxation in their personal and professional life. By relaxation we meant a conscious letting go of stress and tension in body (Revell and Norman, 1999). Later, they shared their ideas on 'Stress Busters' in order to raise awareness for future applications.

Participant teachers were also provided with some kinesthetic 'in class' techniques, how to change the atmosphere in the classroom or to energize students for an active learning such as

- breathing
- raise your shoulders
- circle your arms
- clench your fists
- shake your hands
- marching on the spot
- dances

(Revell and Norman, 1999, p. 45).

As the second main focus of this session, the researcher emphasized the importance of language usage. She drew participant teachers' attention to the power of words and highlighted the importance of accentuating the positive.

Drawing on this, the researcher explained that in our speaking to ourselves or to others, positive messages are more effective than negative ones. According to Chomsky's Transformational Grammar, the negative form is not present in the *deep structure* meaning, but only in the transformation into *surface structure* communication. Thus, our unconscious mind does not perceive the word NOT and for example, if we say "Don't forget.", we emphasize "forget".

Accordingly, the researcher wanted the participant teachers to rephrase some typical sentences used in class or in private live into positive to establish the desired effects. Handouts were distributed for future reading.

The researcher read out an inspirational story to provoke interest and form a bridge to the forthcoming NLP technique (*Reframing*). She distributed written documents on *Reframing* and asked participant teachers to read and reflect on their understanding of the material.

Reframing can be defined as changing the frame of reference round a statement to give it another meaning (O'Connor and Seymour, 1995). It is changing the way you perceive one event; thus the meaning, response and behavior towards that event will change in accordance. NLP especially suggests a conscious process to use the language to rename or re-label things to provide more choice of how to respond (Revell and Norman, 1999).

mistake	becomes	lesson
ending	becomes	new beginning
difficulty	becomes	challenge

Subsequent to the above mentioned theoretical information, participant teachers were given words and sentences to be re-framed consciously. The researcher encouraged participant teachers to employ this technique actively in their personal and professional life.

Finally, the researcher provided activities of the previous subject (*Outcome Setting*) for classroom application. Applying those activities were not compulsory but recommended as a challenge in their classes.

Session 4

Aim(s):

In this session, we aimed the following points:

- to understand the relationship between Representational System and *Submodalities*.
- to focus on the importance of *Submodalities* and the way we code experiences.
- to become aware of personal coding.
- To highlight the importance of *Submodalities* and change.

Procedure:

At the beginning of the session, the researcher together with the participant teachers summarized what they had learned in the previous three sessions and discussed their effects so far in their personal and professional lives.

Next, participant teachers were given written documents and asked to read and reflect on the input concerning *submodalities* which are one of the essential building blocks of the structure of our subjective experience. *Submodalities* are the fine distinctions we make within each representational system, the qualities of our internal representations and the smallest building blocks of our thoughts (O'Connor, 2001, p. 281). *Submodalities* are the ways we structure our experience. They code our experiences of reality, certainty and time. We have visual, auditory, kinesthetic, olfactory and gustatory *submodalities*.

In order to experience the importance of *submodalities*, participant teachers did an activity to discover their own *submodalities*. Participant teachers worked in pairs. One of them wanted her peer first to bring a picture of a time she felt very unhappy in order to search into her *submodalities* and take notes on the submodality form. Then, the same teacher wanted her peer to bring a picture of a time she felt unhappy and asked for description of this picture according to the submodality form. Having completed the task, teachers compared and discussed the submodality differences between the first and second experience.

Drawing on the information and activity in relation to *submodalities*, the researcher asked participant teachers to think whether we can change our *submodalities* and what would happen if we could. Certainly, if one experience has happened, we can not go back and change it. However, we can change the way we are now responding to the memory, which can be especially important for bad experiences both in personal and professional lives.

These are the messages regarding *submodalities* drawn during the session:

- ❖ You can't change what has happened BUT
- ❖ You can change how you think and feel about it.
- ❖ You can change the qualities of your mind pictures, the sounds and feelings which constitute your experience
- ❖ You can change these representatives to support your outcome

Session 5

Aim(s):

The aims of this session were as follows:

- to actively change *submodalities* of previous experiences via NLP activities.
- to work on three *NLP Presuppositions* and discuss their effects on our understanding of self and others.
- to draw implications for personal and professional lives.

Procedure:

The researcher started the session with an 'Inspirational Thought' to provoke participant teachers' thoughts to the session's content.

Referring to Session 4, the researcher highlighted the importance of *submodalities* once more and did an activity in accordance;

- Movie Music (Andreas and Faulkner, 1994, p. 39)

With this activity participant teachers learnt how to change an unpleasant memory by playing with the *submodalities*, in that they add color, music, speed etc. to their mental pictures. This activity had two outputs:

- You can be the director of your own mental films and decide how you want to think
- Like the TV, the brain shows a lot of repeats, many of which are old and not very good films. You don't have to watch them again and again.

Following these, participant teachers were given short definitions of three *NLP Presuppositions* and asked to reflect on them giving examples of personal and professional experiences:

a) The Map is not the Territory

Our mental maps of the world are not the world itself. We respond to our maps, rather than directly to the world. So, everybody differs in how we experience the world and how we represent reality in our mind (Andreas and Faulkner, 1994).

With the help of this presupposition, participant teachers became aware that there exist various ways of thinking and doing things. Imposing another person your own map is as bad as being imposed a map by someone else. Thus, we should be open to the fact that people are different from each other.

b) The Map becomes the Territory

This presupposition is about the power of belief and self-fulfilling prophecy. If you believe in something to be true, you make it true, both negatively and positively (Revell and Norman, 1999).

Consequently, this presupposition made participant teachers aware that in everything they start doing, they should start with positive messages. Furthermore, we should acknowledge what someone is doing right instead of criticizing him/her. Thus, initially giving positive feedback and then suggesting any improvements is a more effective way to achieve outcome.

c) There is no Failure only Feedback

Every personal experience, even which we might call “failure” offers us a new challenge to develop our skills and encourage us for future outcomes (Kamp, 1999).

In line with this presupposition, participant teachers agreed that mistakes can be a source for learning. Seeing it from the other perspective enables people to take responsibility and search for alternatives in order to overcome that “failure”. With the help of this presupposition, participant teachers became also aware that they should not be too critical about themselves and others.

As the final step of the session, the researcher asked participant teachers to observe themselves and the people around them keeping these presuppositions in mind.

Session 6

Aim(s):

The following points were aimed in this session:

- to understand the importance of *Metaprograms* (filters of brain).
- to find out the filters the participant teachers use in order to translate experience into perception.
- to learn to recognize filters in oneself and others for building bridges of communication.

- to develop flexibility in the way participant teachers use *Metaprograms* in motivation and decision making of oneself and others.
- to draw implications for learning and teaching.

Procedure:

After starting off with a “Relaxation Activity”, participant teachers were provided with a short reading text (in Turkish) to give an overall idea of what *metaprograms* were.

Accordingly, *Metaprograms* are our non-conscious filters our brain habitually uses to select relevant information from our sensory experiences (Revell and Norman, 1999). *Metaprograms* filter the world so that they help us to code our own maps (O’Connor and Seymour, 1995). They explain why we do what we do and are especially important in motivation and decision making strategies.

Next, participant teachers were given a mini test in order to gain insights about their own *metaprograms* and ways of motivation strategies.

Following this, each participant teacher was given one pair of *metaprograms* to read about and then reflect and share it with the other colleagues.

* proactive - reactive

* towards - away

* internal – external

* options – procedures

* general - specific

* match - mismatch

* convincer patterns

* proactive - reactive

* internal - external

* options- procedures

* towards – away from

* sameness – difference

* attention direction

* style (independent, cooperative)

* general - specific

(O’Connor and Seymour, 1995, p.156)

(Revell and Norman, 1999, p. 122)

Finally, participant teachers were provided with activities in relation to *metaprograms* to be used for their students in class.

Session 7:

Aim(s):

The aims to be achieved were as follows:

- to work on a *NLP Presuppositions* and explain the importance of resources a person has.
- to help participant teachers become aware of their own resources through conscious recalling of memories, events and skills.
- to activate participant teachers' thoughts on already existing *anchors* in their personal and professional lives.
- to give a brief definition of *anchoring*.

Procedure:

After a short discussion on an "Inspirational Thought", participant teachers were given handouts on a *NLP Presupposition* (**The Resources we Need are Within Us**) to be read and reflected upon them.

Mental images, inner voices, sensations, and feelings are the basic blocks of all our mental and physical resources. We can use them to build up any thought, feeling, or skill we want, and then place them in our lives where we want or need them most (Andreas and Faulkner, 1994, p. 36).

Subsequent to these explanations, the researcher wanted the participant teachers become aware of their own resources while encouraging conscious recalling of memories, events and skills. Thus, two activities were employed:

Activity 1: Job Application (Revell and Norman, 1999, p. 71).

- Make a list of all the roles you play in life (mother, wife, neighbor, teacher...)
- Imagine each of your roles as a job your are applying for, write down your personal qualities. Exaggerating is free.
- You see, you are sooooo talented. Aren't you?
- Would you like to transfer some of your qualities to another role?

Activity 2: SNAKE lifeline (From Denicolo and Pope, 1990, p. 158-159)

- Draw a snake which is you lifeline, indicating important turning points as a curve of the snake.



With the help of these two activities, the researcher wanted the participant teachers to become aware of their resourceful states they already had. We also came to the conclusion that, it is more common that we focus on our weak sides; however, being aware of our strong sides brings about real change. Participant teachers especially liked the idea that resources in one area of life can be transferred to another area.

As a final step, the researcher gave a brief definition of what *anchors* are and mainly focused on classroom *anchors* they might use unconsciously. *Anchoring* can be defined as follows:

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

(Revell and Norman, 1999, p. 84).

Session 8

Aim(s):

After a summary of the previous session, session 8 aimed the following points:

- to help participant teachers realize the insights of their learning and make them accessible when needed.
- to generate a state that triggers the resource for achievement.

- to help participant teachers explore how they might use *anchors* creatively as a way of enriching their day to day living (personal and professional).
- to employ an *anchoring* activity.

Procedure:

The session started with listening to a cassette (in Turkish) which emphasized the importance of *anchoring* in order to provoke interest.

The ability to use *anchors* in NLP enables you to :

- access the resources (feelings and states) that you want when you want them,
- replace unwanted feelings and thoughts with desirable ones,
- gain control over your emotions,
- influence the response you trigger in other people,
- tap into memory and imagination when you want to as part of your personal development.

(Knight, 2000, p. 150)

An *anchor* is a stimulus which triggers a physiological state. In order to achieve peak performances, we have to use our resourceful states (confidence, courage, humor, persistence, creativity...) through *anchors*. The desired and resourceful state can be evoked through the following *anchors*;

kinesthetic *anchors*: - touching your thumb and finger

- making a fist

auditory *anchors*: - a word or phrase said to yourself internally

- voice tone used

- music, a song

visual *anchors*: - a symbol

- picture

(O'Connor and Seymour, 1995, p. 56-57)

Anchors need to be timed just as the state is reaching its peak. They must not only be unique and distinctive but also easy to repeat.

Subsequent to the information above, participant teachers actively experienced a kinesthetic *anchoring* via the direction of the researcher.

Session 9

Aim(s):

The aims of this session were as follows:

- to provide an understanding of different perceptions of the same situation.
- to help participant teachers develop an understanding and appreciation of situations from different standpoints called *Perceptual positions*;
 - *Perceptual positions*: First Position
Second Position
Third Position

Procedure:

Session 9 started with a relaxation activity, followed by a short revision of the previous session. The researcher read aloud a story about “John Smith” and wanted the participant teachers to reflect upon their understanding and make guesses about the ending of the story. Participant teachers realized that almost each of them had a different understanding and expectation of the ending of the story due to their perceptions. Participant teachers were given a handout to be read and reflected upon ‘*Perceptual positions*’.

NLP offers a technique for seeing and understanding things from different perspectives called *perceptual positions*. This technique enables us to approach a problem from at least three different perspectives in order to solve it. It is especially applied for relationships.

- *First position*: experiencing something from my own point of view
This position is your own reality. Personal mastery comes from a strong first position.

- Second position: experiencing something from the other person's point of view

This position enables you to see the world from another person's perspective. It is the basis of empathy and *rapport*.

- Third position: experiencing the relationship between first and second position from an outside position.

This position is especially important for ecological check.

(O'Connor, 2001, p. 33)

Drawing on the information above, the researcher provided the Meta Mirror technique, which was developed by Robert Dilts, in order to explore a relationship with another person,. With the help of this technique, we mirror an outside relationship on the inside (O'Connor, 2001) and try to develop a better understanding. Accordingly, the researcher wanted the participant teachers to arrange two chairs and apply the following steps:

You have two chairs in front of you,

- First, you choose the relationship you wish to explore and think about it from your point of view (first position) imagining that the person sitting in front of you.
- Second, you change your chair and act as that person, thus change your viewpoint and look from a different perspective (second position).
- After exploring this, you break your state that is get out of this position and stand up and look at the two chairs. You are now looking at the two person from the third position and experience the relationship as an outsider.
- Finally, be clear about how each position relates to the communication.

Finally, participant teachers were asked to re-live (act out) verbally the relationship they wanted to explore, using pacing and leading. (see Session 2)

Session 10

Aim(s):

This session aimed the following points:

- to summarize the importance of *Perceptual positions*.
- to create an understanding of the relationship between language and experience.
- to help participant teachers to realize the reasons behind misunderstandings.
- to gain a fuller understanding of the surface and deep structure of a language.
 - *Distortion*
 - *Deletion*
 - *Generalization*
- to ask questions in order to fill in the missing information, reshape the structure and elicit specific information to make sense of the communication.
- to activate participant teachers' thoughts on the meaning of communication via a *NLP Presupposition*.

Procedure:

The session started with a "Relaxation Activity" in order to help participant teachers to forget about their daily stress, feel comfortable and ready for the session.

Following this, the researcher, together with the participant teachers, summarized the importance of '*Perceptual positions*'.

- *Perceptual positions* enable us to think more flexible and creatively.
- They improve our understanding of other people.
- They provide an opportunity to stand back and consider issues dispassionately.
- They help us appreciate the influence of our verbal and non-verbal behavior on others, and the influence of their behavior on us.

Next, participant teachers were given a cartoon to provoke thoughts of the importance of language-experience relationship. They were given handouts to be read and discussed on how language relates to experience.

The researcher explained that Neuro Linguistic Programming explores how thoughts (Neuro) are affected by words (Linguistic) leading to action (Programming) (O'Connor, 2001). The world, our experience of the world and the language we use to describe our experience of the world are different from each other. Sometimes the language may limit us to describe our thoughts or may be inadequate to match the understanding of both sides due to different filters. Consequently, misunderstandings occur. These misunderstandings can be classified as follows:

- ❖ We translate our experience into language and mistake the language for the experience when it is only an incomplete reflection. We may think our experience is constructed in the same way as the language we use to talk about it and act inside those limits. We allow the words to limit us. The words bar us from wider choice, action and understanding.
- ❖ We may mistakenly assume that others share our assumptions and so we leave our vital parts of our message. This will confuse other people even though we do not mean to mislead them.
- ❖ We misunderstand others because we fill in the gaps in their words from *our* map of reality, rather finding out *their* map. We wrongly think that because we share the same language, we share the same experience. We may then draw the wrong conclusions.

(O'Connor, 2001, p. 132)

Basically, we *distort* experience by adding our emotions, values and beliefs, thus emphasize some elements and minimize others. We *delete* part of our experiences. It is impossible to give each detail of our experiences, hence we may assume that the other person knows what we are talking about and are selective in language leaving our many aspects. We *generalize* by taking one example as a representative of all events (Revell and Norman, 1999).

Surface Structure



Generalization



Distortion



Deletion



Deep Structure

The researcher indicated that communication with others and with ourselves can be improved by changing the imprecise language we use. Changing the language can change our thinking and thus gives us more thought about how to act (Revell and Norman, 1999). The '*Meta Model*' is a tool inspired by Chomsky's Transformational Grammar and adopted by Brandler and Grinder (1975). It is a set of language patterns and questions that reconnect the deletion, distortion and generalizations with the experience that generated them (O'Connor, 2001).

The purpose of this model is to work on the surface structure - to help the speaker to be more precise and clearly, and gain insights into the deep structure- to help the speaker realize the actual reasons behind his/her language choice.

Subsequent to the explanations above, participant teachers were given handouts (Precision Model) and worked on the clarification process using the question patterns.

Next, participant teachers were given handouts on a *NLP Presupposition* (**The Meaning of my Communication is the Response I Get**) to reflect on and share their ideas about the presupposition. This presupposition reminds us to take responsibility for our own communication and actions in our life. If we do not like the response we get from someone we need to do something different to get a different response.

As a final step, implications for participant teachers' personal and professional lives were drawn.

Session 11

Aim(s):

The following points were aimed in the session:

- to elicit participant teachers' views on the effects of negative thoughts.
- to change negative thinking of self and others into positive thinking.
- to highlight the importance of positive attitude.
- to work on a *NLP Presupposition* indicating the relationship between behavior and positive intention.
- to provide techniques for dealing with disruptive behaviors in class.
- to raise participant teachers' awareness on the variety of choices which enables a person to be flexible.

Procedure:

The session started with an 'Inspirational Thought' to activate participant teachers' minds to think and focus on the session's concern.

After a discussion of the types of thoughts, the researcher showed a cartoon on OHT and elicited participant teachers' views on how we feel when we have negative thought:

- feeling of hopelessness
- lack of enthusiasm
- no motivation
- loss of self-esteem
- prisoner of your own thoughts

Next, the researcher first indicated the negative feelings we might have of our 'Self' and of 'Others', and wanted the participant teachers to change them into positive feelings.

Negative Thinking —————→ **Positive Thinking**

about SELF:

- I am not able to do it well enough.

about SELF:

- I can do everything the best of my ability and my ability will increase

- Others don't like what I'm doing because they don't like me.
- I can't change the way I am.

about OTHERS:

- Why can't they do it properly.
- He/She shouldn't have said that
- They never co-operate with me, so why should I co-operate with them ?

with experience.

- I can't please everyone all of the time, and I must not let someone else's negative vision influence me.
- I am always flexible and ready to change.

about OTHERS:

- Each person has their own unique way of doing a task.
- If they can't co-operate with me, I can show them how to co-operate with them.

Following the discussion above, the researcher highlighted the importance of attitude – the state of mind with which a person approaches a situation.

Positive attitude: Today, I'm going to get something done...



Negative attitude: Today, it will be boring like yesterday...

A positive attitude is important because it effects;

- how you look, what you say and what you do.
- how you feel both physically and mentally.
- how successful you are in achieving your purpose in life.

Following these, the *NLP Presupposition* (**All Behavior has a Positive Intention**) was discussed as a whole class discussion. With the help of this presupposition, we understood that every behavior has a purpose – a positive intention for the applier. So, we might change the behavior without changing the intention. This presupposition is especially important if we want to change someone else's behavior (Revell and Norman, 1999). We need to see the positive intention behind a behavior and if necessary helping that person find another satisfying one without changing the intention.

Subsequently, the researcher provided simple techniques for dealing with disruptive behaviors in the classroom and discussed the importance of *Reframing* (see Session 3) once more.

As a final stage of the session, *Flexibility* (see session 1) was emphasized for a second time in order to raise awareness of the fact that people have choices. The more we are aware of our choices, the more flexible we can be.

NLP is about having more choices in your life.

You can choose to stay as you are.

Or you can choose to move on.

Or you can choose to do a bit of both.

What is important is to have a choice.

It is ... in your hands.

(Revell and Norman, 1999, p. 136)

Session 12

Aim(s):

Since it was the last session of the NLP-TD program, the researcher had the following aims:

- to summarize the main points of NLP.
- to go over the *NLP Presuppositions* discussed throughout the NLP-TD program.
- to give brief information about *Modelling*.
- to highlight the importance of learning and change.
- to introduce the *Neurological Levels* in order to raise participant teachers' awareness on which level to work for achievement.
- to enable participant teachers to become aware of their personal congruence and the reasons behind their existence.
- to clarify how NLP techniques can be applied in a person's personal and professional lives.

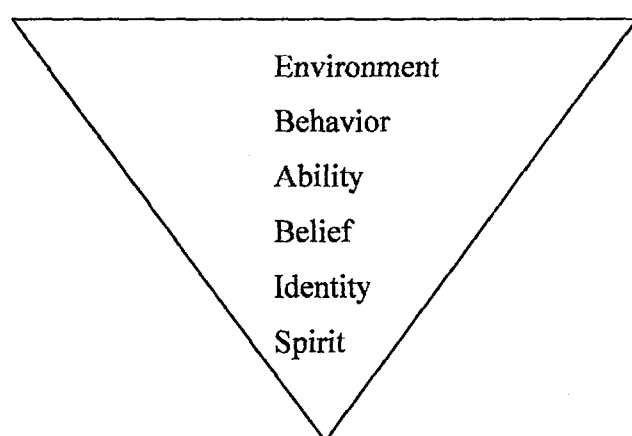
Procedure:

The researcher together with the participant teachers summarized the main points of NLP. Next, a summary of the *NLP Presuppositions* discussed in the sessions

was also provided as handouts and the researcher wanted the participant teachers to choose the most striking three presuppositions for them and state the reason.

The researcher also indicated that 'Modelling' is important in NLP but they would not work on it in the current NLP-TD program. Thus, she gave brief information about what modeling is. Modelling is based on the belief – if someone can do something, it is possible to model it and teach it to others. At various times in our lives, we take another person as role model whether consciously or non-consciously (Revell and Norman, 1999). With the help of NLP, we can be models for others or we can model a different person; for example, excellent teachers. We can achieve this, by looking at what they do, how they act, what sort of relationships they have with their students and colleagues. Next, we can ask questions about their beliefs. If we want, we can take the 'second position' and experience their feelings. Finally, we can change some of our behaviors or skills.

Following these, the researcher indicated the importance of learning and change, while explaining the 'Life-Levels' (also called Neurological Levels) model. This model was developed by Robert Dilts from the work of Gregory Bateson, the anthropologist. The logical levels of change in this model provides a very useful framework for understanding personal congruency better and deciding at what level to work to bring about a required change.



Environment: where and what

The environment is the place, the time and the people involved.

Behavior: what

Behavior is what we do. In NLP terms, it includes thoughts as well as actions.

Capability: how

Capability is skill – behavior that is consistent, automatic and habitual. This level both includes thinking strategies and physical skills. It is only visible in the resulting behavior because it lies within you.

Beliefs and Values: why

Beliefs are the principles that guide actions – not what we say we believe, but what we act on. Beliefs give meaning to what we do. Values are why we do what we do. They are what is important to us – health, wealth, happiness and love. Beliefs and values direct our lives, acting both as permissions and prohibitions on how we act.

Identity: who

Identity is your sense of yourself, the core beliefs and values that define you and your mission in life. It is built throughout your life and is very resilient. We express ourselves through our behavior, skills, beliefs and values, but we are more than all or any of these.

Spirit: connection

This is the realm of ethics, religion and spiritually - your place in the world.

(O'Connor, 2001, p. 28-29)

After giving definitions of each level, the researcher wanted the participant teachers to work in pairs. She gave them six slips of paper on which each a logical level was written (for each pair), and wanted the participant teachers to put them on the floor in front of them in the right order. Next, one of the participant teachers stepped into each level via the instructions (provided beforehand) of her colleague after having established *rappport*.

With the help of this activity, participant teachers not only became aware of their personal congruence within themselves but also understood the importance of

balance between the levels because they have strong influences on each other. If we want to change any aspects in our life, we have to consider their higher and lower levels in accordance.

After completing the '*Life Levels*' activity, the researcher asked questions in order to underline the importance of the NLP techniques and elicited participant teachers' views in relation how to apply NLP techniques into their personal and professional lives.

On request of the participant teachers, the researcher provided them with a summer task on NLP techniques to be worked on in their own time.

3.7 Data Collection

This study is a multiple case study in which the researcher tried to explore teachers' personal and professional theories regarding an effective teacher implementing a new TD program. This study mainly adopts the assumptions underlying the following qualitative methods:

- There are multiple realities in any given situation – the researcher's, those of the individual's being investigated, and the reader interpreting the results; all the various perspectives or voices are included in the study.
- There is an actively struggle to minimize the distance between the researcher and the researched participants through the interaction of the researcher with those she studies.
- The researcher is aware of the value-laden nature of the research.
- Any research is context-bound.
- Research is based on inductive forms of logic: instead of pre-determined interests identified by the researcher, categories of interest should emerge from participants.
- The primary goal is to uncover and discover theories that help explain a phenomenon of interest.

- Data should be collected through different sources for triangulation or verifying the findings with the participants.

(Mason, 1996)

Therefore, in the light of the theories discussed so far and the design of the study itself, detailed information was obtained from four data collection sources: Repertory – Grid, questionnaires, interviews, reflection sheets and researcher’s diary. These data collection tools were chosen because their rationale is based on the theoretical framework and methodology of the present study. That is the teacher is seen as a “personal scientist” (Kelly, 1955) who is responsible for their own personal and professional development in contexts that make their own learning not only relevant but also meaningful. Hence, descriptive records of individual’s experiences and beliefs were kept by the researcher.

3.7.1 Repertory-Grid

The Repertory grid technique is a method based on Personal Construct Theory, founded by George A. Kelly (1955) (see Chapter 2). Originally, this technique was used to investigate the role and relationships between patients and their families, friends etc. and for accessing the relationships between patients’ constructs about people. However, since the rep-grid is not just a test but a methodology, it has been developed and applied in many forms (Bannister and Mair, 1968; Fransella and Bannister, 1971; Yeung and Watkins, 2000; Pope and Denicolo, 2001).

With this method, the individual’s world of meaning can be examined by analyzing the organization of constructs of the individual in any particular context (Bannister and Fransella, 1971). By means of a repertory-grid form (see Appendix 5), data concerning an individual’s perceptions in response to an intended problem of inquiry are collected through some procedures of construct elicitations (Pope and Keen, 1981; Sendan, 1995; Yumru, 1999; Pope and Denicolo, 2001). The form consists of constructs, a rating scale and elements. A construct is a bipolar abstraction an individual uses to distinguish similar and different perceptions among events (i.e. elements). On the grid form, the two poles – the similarity pole and the contrast pole – are put in

columns at either end. Elements are rated in accordance with the extent they belong to either of the poles of a construct. The ratings are placed in the cells that correspond to the construct poles on the form.

The reason behind the use of the repertory grid technique in this study was because of a need for a more sensitive instrument by which the participant teachers could construe their personal theories without the researcher's influence. Accordingly, three purposes of rep-grid applications have been modified to our study;

1. gathering information about an individual's views on a particular topic,
2. explaining the nature and sharing of construing within a group,
3. monitoring the changes in perspectives

(Pope and Denicolo, 2001)



1. gathering information about teachers' views on an effective teacher regarding his/her personal and professional values
2. explaining the nature and sharing of construing within the participant teachers,
3. monitoring the changes in perspectives before and after the implementation of the NLP-TD program.

As stated above, the aim of using this technique was to identify the degrees of conceptual change both in content and structure of the participant teachers' constructs regarding an effective teacher considering his/her personal and professional values before and after the NLP-TD program. Hence, a conference was organized with the participant teachers at the beginning of the study to give information about the aim of the study, brief explanations about the vocabulary and the procedures involved in rep-grid elicitation. In our study, we applied free elicitation of elements and constructs as suggested by Pope and Denicolo (2001). Participant teachers were also provided with the steps of the elicitation procedures in written forms both in English (see Appendix 7) and Turkish (see Appendix 8)

3.7.1.1 Elicitation of Elements

An element is defined as “an individual’s personal observations or experience of the world which are used to define the area of topic.” (Rep Grid 2 Manual, 1993, p. 6). Accordingly, we explained to the teachers that the elements were EFL teachers they know well and are meaningful to them. We did not provide the elements as it would have been useless and meaningless because each item must be representative of an individual’s life experience (Kelly, 1955). In order to make a depth comparison, teachers were asked to think about 9 teachers – 3 of which they believed to be Effective, 3 Typical and 3 Ineffective. Participant teachers were asked to code these teachers (e1, e2, e3...) as we were not interested in the identity and wanted them to write the codes on pieces of papers. For this study, the teachers they had chosen were only important as a means of eliciting participant teachers’ views.

3.7.1.2 Elicitation of Constructs

Constructs are defined as a person’s “classification of his personal observation or experience of the world” (Rep Grid 2 Manual, 1993, p. 6). When two of the three elements were alike, they constitute the *Emergent* construct, and the other feature that differed from the emergent pole was the *Implicit* construct.

In this study, constructs refer to the characteristics of the coded teachers in respect to their effectiveness regarding their personal/professional values. These constructs were elicited according to the triadic elicitation technique (Sendan, 1995; Pope and Denicolo, 2001) whereby participant teachers selected 3 cards randomly from the 9 teachers codes written on nine pieces of paper. Next, participant teachers were asked to describe how two of the 3 elements were alike (Emergent Construct) and thereby different from the third element (Implicit Construct) considering their effectiveness regarding their personal/professional values. These elicited constructs were recorded on the related pole of the rep-grid form.

The same elicitation procedure continued until participant teachers stated that they were not able to think of any other constructs. Some participant teachers pointed out that they already had certain constructs in mind without applying the triadic elicitation technique. The researcher encouraged the participants also to add these

constructs and to apply the triadic elicitation technique if they feel the need to propose further constructs since the aim was to collect as many different constructs as the individual wished to offer. During the recording of the constructs, the researcher tried to provide a climate in which participant teachers did not feel under pressure to complete the naming and coding of the constructs (Pope and Denicolo, 2001). The researcher also suggested an option to complete the form in their own time if they wanted after she was aware that the elicitation procedure was comprehended.

3.7.1.3 Rating and Rank Order Elicitation

In this study, a 1-5 point rating scale was used for rating the constructs. In the scale 1 represented the closest value to the Emergent (similarity) pole and 5 the closest value to the Implicit (contrast) pole. Having completed the element and construct elicitations, participant teachers were asked to rate each element according to the referring construct.

After the completion of the ratings, participant teachers rated themselves as “Self as teacher” and “Ideal teacher” on the same constructs they had formed through the triadic comparison of the nine teachers. “Self” in the rep-grid form meant their personal view on their present self as teacher considering the construct, and “Ideal Teacher” meant the teacher they would like to be or consider as having the ideal features regarding personal and professional values.

In the next stage, participant teachers were asked to choose 5 constructs and rank order them according to their preferences of importance in defining an effective teacher. This procedure was employed to see whether there were any differences before and after the implementation of the NLP-TD program.

Rep-Grid I was given and collected back at the very beginning of the NLP-TD program. Participant teachers filled out the form indicating the coded elements, constructs, ratings and rankings. Rep-Grid II was given to the participant teachers at the end of the study. This time, they were given their completed grid forms without their original ratings and rankings. Then, they were asked to go over their constructs and make any necessary additions, deletions or modifications (Sendan, 1995; Yumru, 1999; Pope and Denicolo, 2001). Subsequently, participant teachers re-rated the elements according to the constructs they identified in Rep-Grid I and rank ordered five of the

constructs they thought were the most important regarding the characteristics of an effective teacher in respect to his/her personal/professional values.

3.7.1.4 Follow-up Interviews for Repertory Grid

In this study, in order to refine participant teachers constructions, we used the laddering technique after the completion of the rep-grids. As Pope and Denicolo (2001, p. 80) states “laddering is used when the investigator or participant feels it would be helpful to push the level of construing to a different plane”. Accordingly, we aimed to ladder one or more constructs as we believed a joint exploration and discussion of the grid data was of utmost importance. In other words, going beyond the grid gave the participant teachers an important role in the enquiry process which is an essential aspect of constructivism (Pope and Denicolo, 2001).

3.7.2 Questionnaires

The second type of data collection instruments employed in the study were Questionnaire I (see Appendix 9) and Questionnaire II (see Appendix 10). Questionnaire I was given at the very beginning of the NLP-TD program to be filled out by the participant teachers in their own time. The researcher asked the participant teachers to take some time for themselves and provide sincerely replies. The questionnaire consisted of two sections. The aim of the first section was to obtain demographic information about the participants. The second section of the questionnaire consisted of nine questions. Question 4, 5, 6, 7 were asked to elicit participant teachers' views on their previous experiences of TD programs. Question 1, 2, 3, 8 and 9 not only helped us to gain insight of their current feelings and beliefs about being a teacher but also provided the basis for the NLP-TD program.

Questionnaire II was given at the end of the NLP-TD program and the participant teachers were asked to answer the questions by trying to be as reflective as possible. The aim of Questionnaire II was to give the participant teachers an opportunity to state their views on the experience of the NLP-TD program in general and provided us insights for future NLP-TD programs.

3.7.3 Reflection Sheets

The third type of data collection instrument was reflection sheets. Participant teachers were not asked for reflection after weekly sessions because we believed that they needed some time to experience, integrate and combine the session input. Instead, they were provided with reflection sheets after three weeks to comment on the previous three-week sessions in their own time. Thus, we had four reflection sheets in total (see Appendix 11). The rationales for using reflection sheets of the participant teachers in the present study stemmed from the following reasons:

- to give the participant teachers the opportunity to go over the sessions once more and relate their personal theories,
- to raise awareness and monitor their understanding and learning on personal basis via reflection,
- to analyze and synthesize the course components within three weeks and reflect upon,
- to provide feedback for the researcher to monitor participant teachers' uptaking of implementation of the course content,
- to enable process evaluation of the program for future modifications,,
- to support the findings obtained.

3.7.4 Researcher's Diary

The researcher kept a diary on weekly basis after each NLP-TD program sessions. She recorded any ideas, conclusions, problems or suggestions of individual sessions to be used for either the following sessions or future modifications. This instrument not only raised the researcher's awareness but also provided useful insights for the program implementation and helped her to take actions steps for the subsequent sessions.

3.8 Data Analysis

Data obtained from the repertory grids (see Section 3.7.1), questionnaires (see Section 3.7.2) and reflection sheets (see Section 3.7.3) were analyzed as the main concern of the study. The follow up interviews and the researcher's diary supported the findings.

3.8.1 The Computer Analysis of the Repertory Grid Data

The repertory grid data collected at the beginning and end of the NLP-TD program were analyzed by utilizing the Rep-Grid 2 computer program. The obtained data were subjected to two different analysis programs: Focus and Exchange analysis.

3.8.1.1 Focus Analysis

To find out the structure of the participant teachers' constructs, repertory grid data obtained from the six participants both at the beginning and end of the NLP-TD program were analyzed using the Focus program. The Focus analysis of the grids enabled the researcher to see the matches between the constructs and elements. The cut-off point was 80%, which is an accepted significance level in repertory grid research to identify the structure of the participants' personal constructs (Rep Grid 2 Manual, 1993). With the help of the Focus analysis, we were able to explore

- the structure and content of personal theories held by the participant teachers in relation to the characteristics of an effective teacher considering his/her personal and professional values.
- the understanding of the nature of the participant teachers' constructions of "Self as teacher" and "Ideal teacher" as an effective teacher and/or the discrepancies between them.

3.8.1.2 Exchange Grid Analysis

Repertory grid data obtained from the six participant teachers before and after the NLP-TD program were also subjected to Exchange Grid Analysis. In this study the significance level for structural change was 80%, which is commonly accepted (Rep Grid 2 Manual, 1993). While constructs and elements falling over 80 were viewed as stable, constructs and elements falling below were considered to reveal patterns of structural change. Thus, this procedure enabled us to search into the structure and content of the changes (if any) in the participant teachers' personal theories regarding an effective teacher after the implementation of the NLP-TD program.

3.8.1.3 Analysis of the Questionnaires

The responses to Questionnaire I and Questionnaire II were analyzed using the following procedures:

- Both questionnaires were subjected to content analysis,
- Questionnaire findings were categorized under subheadings in line with the research questions,
- Questionnaire findings were triangulated with the reflections carried out both in the reflection sheets and the researcher's diary.

Table 3.1 The Instruments Utilized in the Study

RESEARCH QUESTIONS	INSTRUMENT	RATIONALE
1. What have EFL teachers gained from the teacher development programs they have participated so far?	• Questionnaire I • Interview	- to search into participants' teachers' previous experiences of TD programs
2. Could NLP techniques be implemented in designing a new alternative teacher development program in the line with the reactions of the participating EFL teachers ?	• Questionnaire II • Interview • Reflection Sheets • Researcher's Diary	- to search into participant teachers' reflection regarding their experience of the NLP-TD program - to give an opportunity for views on any modifications for future applications
3. How would this alternative NLP- teacher development program affect EFL teachers' constructs regarding their perceptions of an effective teacher ?	• Repertory Grid I & II	- to search into the content and structure of participant teachers' personal theories regarding an effective teacher - to understand the nature of participant teachers' constructions of "Self" and "Ideal Teacher" in terms of an effective teacher and/or the discrepancies between the two - to search into the content and nature of the changes (if any) in the participant teachers' personal theories regarding an effective teacher after the implementation of the new program

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, we will discuss the results of the findings in the light of the data obtained from the following sources:

- a. Repertory Grids and subsequent follow-up interviews
- b. Questionnaires (I and II)
- c. Reflection Sheets
- d. Researcher's Diary

The discussion of the findings has been presented under the following subsections:

- a. The content and structure of personal theories
- b. Overall view of the content of personal theories
- c. Overall view of the structure of personal theories
- d. Evaluation of the NLP-TD program

4.2 The Content and Structure of Personal Theories

In this section, we present participant teachers' personal theories in respect to the features of an effective teacher regarding his/her personal and professional values. Initially, we give a brief profile of each participant teacher, and indicate her personal experiences of previous inservice teacher education (INSET) programs (see Section 3.7.2). Next, we continue to demonstrate the content and structure of each participant teacher's constructs, presenting the construct and element links (see Section 3.7.1) at the beginning and end of the study. Finally, we highlight the significant changes observed in the content and structure of each participant teacher's personal constructs. To support our repertory grid findings, we use quotations from the follow-up interviews in addition to the comments and notes pointed out in the researcher's diary.

4.2.1 TEACHER 1

Teacher 1 has been graduated from the ELT Department of Çukurova University, Adana/Turkey. She has been teaching English for 7 years. First, she has taught at two state schools and then at two anatolian high schools. Currently, she is teaching at one of the anatolian high schools in Adana.

Teacher 1 has attended many local seminars and two inservice training programs; one offered by the Ministry of National Education (MONE) and the other by a University in Eskişehir/Turkey. She agreed that they were very useful; however, indicated a need for further teacher development programs. Teacher 1 mentioned that she seeks every opportunity to develop herself as a teacher because ELT is constantly changing, and she believes she has to keep up with the innovations in the field. Thus, whenever possible, she tries to follow any available seminars or INSET opportunities. On the other hand, Teacher 1 highlighted the fact that the Ministry of National Education in Turkey does not give the necessary importance to the development of teachers. In relation to her personal and professional goals for the future, she indicated the followings:

My goal is to change the communication between teachers and students. The students' respect mustn't be based on fear. I believe there is something missing in the interaction between students and teachers. I know, it's not going to be easy but I think I will work on this issue ...

4.2.1.1 The Content and Structure of Teacher 1's Personal Theories at the Beginning of the Study

Teacher 1's grid data consists of 10 constructs and 11 elements. Teacher 1's FOCUSed grid shown in Figure 4.1 below demonstrates the construct and element trees drawn at 80% cut-off point.

FOCUS: Teacher 1 focus1

Elements: 11, Constructs: 10, Range: 1 to 5, Context: effective teacher

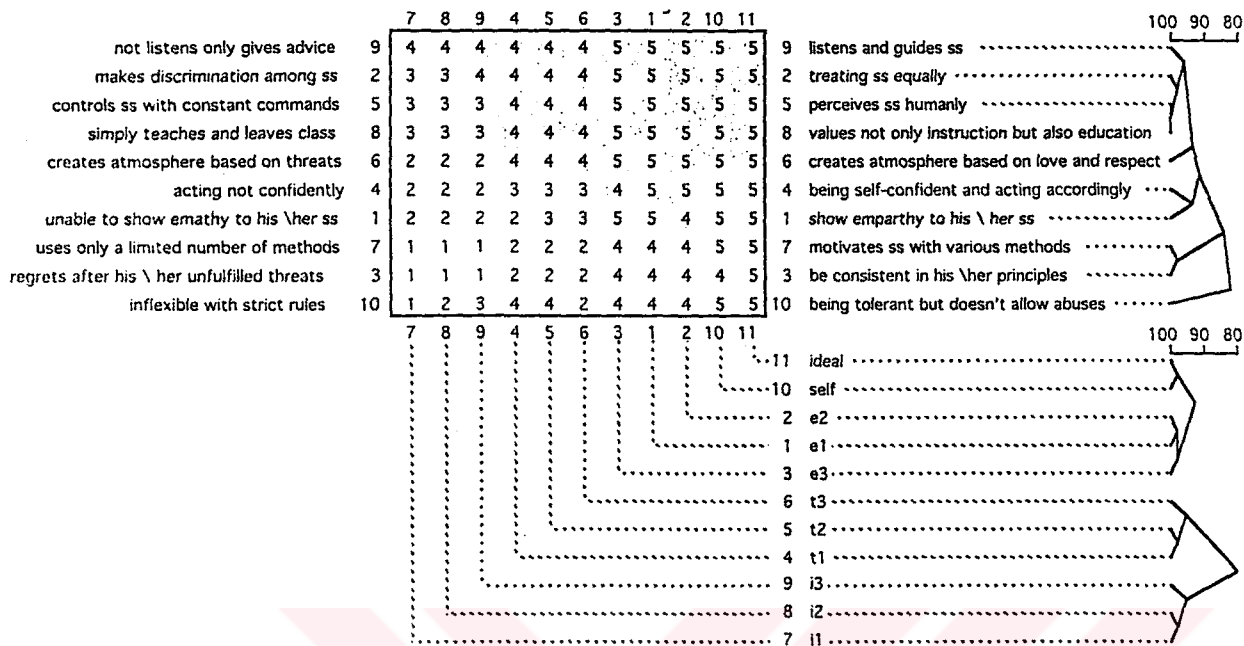


Figure 4.1 Teacher 1's FOCUSED grid at the beginning of the study

• Construct Links

The FOCUS analysis of Teacher 1's grid produced three main clusters (see Figure 4.1). In the first main cluster, her most related constructs are *perceives SS humanly* (C5) and *values not only instruction but also education* (C8) at 100% match level. These two constructs (C5 and C8) are subordinated by the construct *treating SS equally* (C2) at the match level of 97.55, and another construct *listens and guides SS* (C9) at the match level of 95.5%. In fact, the constructs *treating SS equally* (C2), *perceives SS humanly* (C5) and *values not only instruction but also education* (C8) were rank ordered as three of her five most important constructs. Thus, Teacher 1 construes that a teachers who is effective regarding his/her personal and professional values gives not only importance to instruction but also education, perceiving his/her students humanly. In order to achieve this, an effective teacher listens and guides his/her students while treating them equally.

In the second main cluster, the most closely associated constructs are *being self confident and acting accordingly* (C4) and *show empathy to his/her SS* (C1) at 93.2% match level, which are subordinated by the construct *creates atmosphere based on love and respect* (C6) at the match level of 90.9%. In fact, the construct *show empathy to his/her SS* (C1) was rank ordered among her most important five constructs. Therefore, we assume that Teacher 1 construes creating an atmosphere based on love and respect as a prerequisite for being an effective teacher in terms of personal and professional values. For her, an effective teacher is self-confident and accordingly shows empathy to his/her students. Besides, Teacher 1 seems to believe that effective teachers create an atmosphere based on love and respect, and avoids a threatening atmosphere.

In her third cluster, we observe that the most related constructs are *motivates SS with various methods* (C7) and *be consistent in his/her principles* (C3) at 97.7% match level. These two constructs (C7 and C3) are linked to the construct *being tolerant but doesn't allow abuses* (C10) at 81.8% match level. In fact, the construct *motivates SS with various methods* (C7) was rank ordered as her third most important construct. Drawing on these associations, we can suggest that Teacher 1 construes that being tolerant is an important characteristic of an effective teacher; however, he/she should be consistent in his/her principles having essential content knowledge to motivate the students with various methods.

- **Element Links**

The element clustering in Teacher 1's grid indicates a clear pattern (see Figure 4.1); that is, each teacher group (effective, typical, and ineffective) forms a separate group. In the first cluster, e1 and e2 are linked together at 97.5% match level. E1 and e2 are also perceived to be similar to e3 at the same match level (97.5%). Within this cluster, we see that she perceives self as teacher very close to her ideal teacher (97.5% match level). Hence, we assume that she believes that she has the qualities of an effective teacher in terms of personal and professional values.

In her second cluster, t1 and t2 are perceived to be similar at 97.5% match level, linked to t3 at 95.0% match level. Finally, her third cluster (i1, i2, and i3) consists of

three elements in which i1 and i2 are viewed as similar at 97.5% match level, and linked to i3 at the match level of 95.0%. Therefore, we assume that Teacher 1 has a clear view as to the features of effective, typical and ineffective teachers.

4.2.1.2 The Content and Structure of Teacher1's Personal Theories at the End of the Study

Teacher 2's grid data consists of 13 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.2 reveals the construct and element trees drawn at 80% cut-off point.

FOCUS: Teacher 1 focus2

Elements: 11, Constructs: 13, Range: 1 to 5, Context: effective teacher

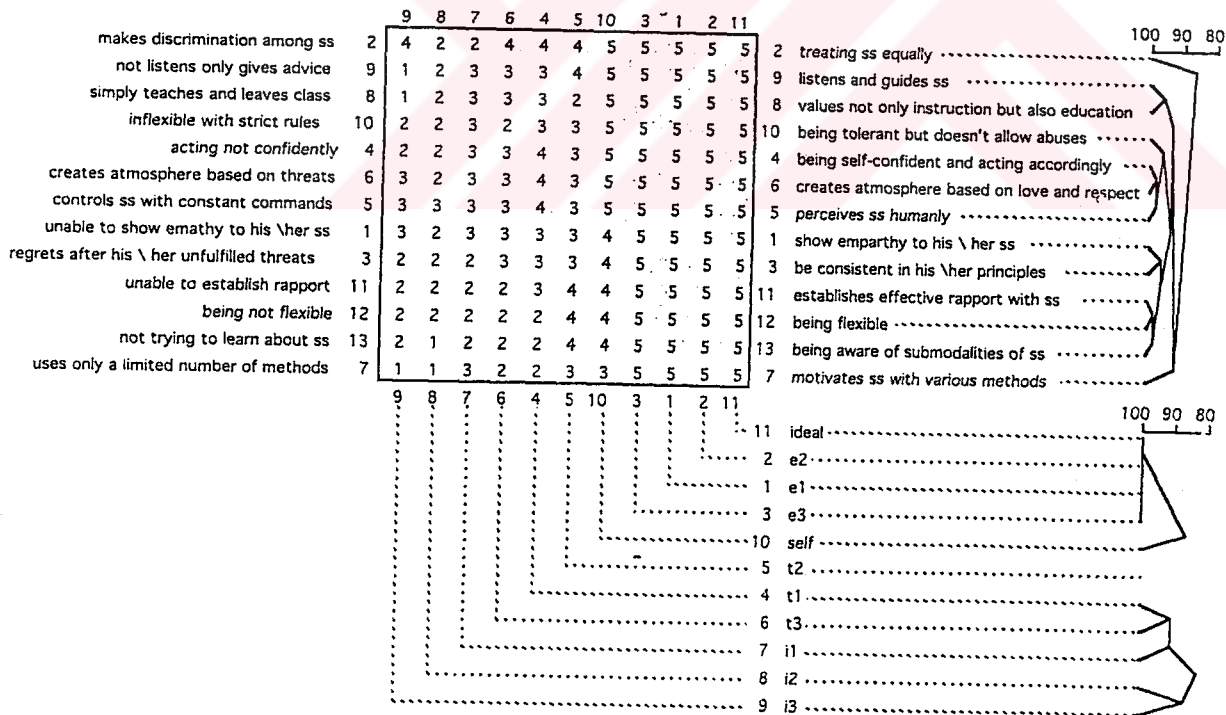


Figure 4.2 Teacher 1's FOCUSED grid at the end of the study

At the end of the study, the FOCUS analysis of Teacher 1's grid presents three main clusters (see Figure 4.2). In the first cluster, towards the bottom of the grid, there are five constructs, which are closely associated. Within this cluster, we see that Teacher 1 relates the constructs *establishing effective rapport with SS* (C11), *being flexible* (C12), and *being aware of the submodalities of SS* (C13) at 97.7% match level. Besides, these three constructs (C11, C12, and C13) are linked to the constructs *showing empathy to his/her SS* (C1) and *being consistent in his/her principles* (C3) at the match level of 95.5%. In fact, the constructs C1, C11 and C13 were rank ordered among her most important five constructs. Hence, we can assume that Teacher 1 perceives an effective teacher as a teacher who is consistent in his/her principles but at the same time who can show empathy to his/her students. More important features of an effective teacher; however, are establishing effective rapport with students while trying to learn more about students and being flexible as a teacher.

When we look at Teacher 1's second cluster, we see that she relates the constructs *being self-confident and acting accordingly* (C4), *creates atmosphere based on love and respect* (C6), and *perceives SS humanly* (C5), at 97.7% match level. This cluster is subordinated by the construct *being tolerant and does not allow abuses* (C10) at 95.5% match level. In fact, the construct *being self-confident and acting accordingly* (C4) was rank ordered among Teacher 1's most important five constructs. Therefore, for Teacher 1, the features of an effective teacher as regards to personal and professional values include being self-confident and creating atmosphere based on love and respect. She also seems to perceive that an effective teacher does not control students with constant commands and avoids strict rules.

In her third cluster, Teacher 1 associates the construct *listens and guides SS* (C9) with the construct *values not only instruction but also education* (C8) at 95.5% match level. Hence, we may assume that Teacher 1 perceives the above mentioned two constructs as important features of an effective teacher.

Finally, although not highly matched with any of the constructs, *treating SS equally* (C2) and *motivates SS with various methods* (C7) subordinate all the constructs in the grid. In fact, the construct *treating SS equally* (C2) was rank ordered as her

second most important construct. Thus, we assume that for Teacher 1, these two constructs are perceived to be prerequisites for the other features of an effective teacher.

During the follow up interview, Teacher 1 rationalized those two somewhat isolated constructs as follows:

I think, every teacher has some content knowledge, some knowledge about the different methods and learning styles of students; however, I believe an effective teacher needs more. She has to know how to build up positive interaction in order to convey any teaching aims...

- **Element Links**

Teacher 1 FOCUS analysis produced three element clusters (see Figure 4.2). In the first one, the most related elements are ideal, e1, e2 and e3 at 100% match level. At a lower level (86.5% match level), the element self is linked to the effective and ideal teachers. This may suggest that Teacher 1 perceives herself very similar to her effective teachers and ideal teacher but has not mastered all the skills yet and need to develop herself in certain features.

In the second element cluster, we observe that t1, t3, and i1 are associated at 90.4% match level, which are linked to the elements i1 and i3 at 82.7% match level. These associations reveal that Teacher 1 has not got a clear view regarding the distinctive features that differentiate the teachers in the typical and ineffective groups as much as the features of the teachers in the effective group.

4.2.1.3 Changes Observed Between the Beginning and the End of the Study

Exchange Analysis:

- **Structure**

The Exchange analysis of Teacher 1's grid showed that the construct consensus was 90%, and the element consensus was 81.8% over 80% match level (see Figure 4.3).

Teacher 1 focus1 consensus with Teacher 1 focus2

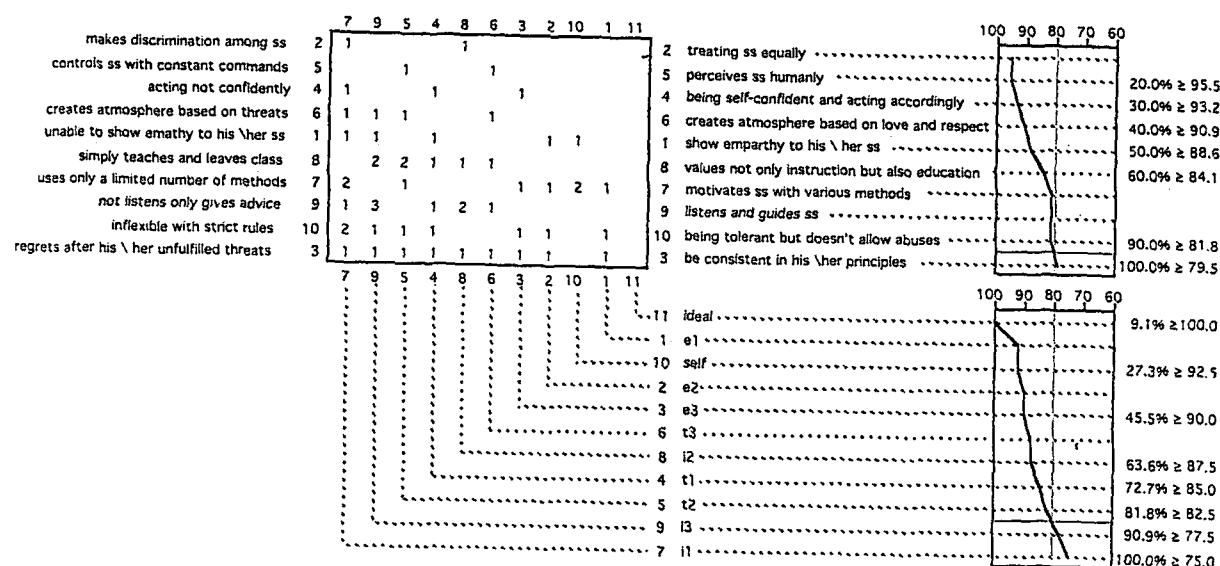


Figure 4.3 Exchange analysis of Teacher 1's FOCUSED 1 and FOCUSED 2 Grids

Teacher 1's only construct which showed structural change was the construct *be consistent in his/her principles* (C3). When we examined her first and second grids to identify the pattern of structural change, the construct *be consistent in his/her principles* (C3) had gone through, we came up with the following established links. At the beginning of the study, the construct *be consistent in his/her principles* (C3) was closely linked to only one construct *motivates SS with various methods* (C7); however at the end of the study, the construct *be consistent in his/her principles* (C3) was associated with the construct *show empathy to his/her SS* (C1), which together subordinated two new added constructs: *establishes effective rapport with SS* (C11) and (C13) *being flexible*.

Hence, at the beginning of the study, Teacher 1 perceived the feature being consistent in his/her principles very closely related to motivating students with various methods. While Teacher 1 associated these two constructs from methodological aspect, we see that at the end of the study, she seems to reorganized her constructs and associated construct C3 with three new added constructs which are directly linked to the NLP-TD program content.

Figure 4.2 reveals little structural changes regarding her element clustering. The elements which showed structural change included i3 (70%) and i1 (68.8%). At the end of the study, Teacher 1 seems to have reorganized views regarding the elements of ineffective and typical teachers (see Figure 4.1 and 4.2 for details of the element links established). Although Teacher 1 had a clear view regarding typical and ineffective teachers, at the end of the study, she linked i3 to the typical teachers.

- **Content**

The changes in the content of Teacher 1's two grids are noteworthy. She has incorporated three additional constructs in her repertoire that are directly related to the content of the NLP-TD program; *establishes effective rapport with SS* (C11), *being flexible* (C12) and *being aware of submodalities of SS* (C13). Another matter of interest is the fact that Teacher 1 has ranked construct 11 and 13 as two of her most important constructs at the end of the study.

This may suggest that the NLP-TD program seems to have expanded Teacher 1's repertoire of constructs on effective teacher regarding his/her personal and professional values.

4.2.2 TEACHER 2

Teacher 2 has graduated from the ELT Department of Çukurova University in Adana/Turkey. She has been teaching English for 17 years. Within these years, she has worked for private language courses, two private high schools, and is currently teaching at an anatolian high school in Adana. Among her interests are drawing, psychology and philosophy.

Regarding the teacher development programs she has attended so far, Teacher 2 indicated only one offered by a university for two weeks. In relation to the question whether she seeks for further opportunities to develop herself, she reveals that she is trying to get a higher grade in the KPDS (Language Examination for Public Officials) exam. She also added that she was newly asked to attend an INSET program by the Ministry of National Education in order to become a teacher trainer during the

following summer holiday. Finally, after completing this NLP-TD program, she wants to become a NLP practioner and initiate NLP into her life. As another goal for her future, Teacher 2 says that personally she also wants to be a professional artist; however, she mentions that she does not know how to achieve these goals both in her personal and professional lives in the following words:

I'll try to realize both of them. Or may be I'll have to choose one. Not very clear yet. I know, I have to be determined but do not know how to be. YET...

4.2.2.1 The Content and Structure of Teacher 2's Personal Theories at the Beginning of the Study

Teacher 2's grid data consists of 11 constructs and 11 elements. Teacher 2's FOCUSed grid shown in Figure 4.4 reveals the construct and element trees drawn at 80% cut-off point.

FOCUS: Teacher 2 focus
Elements: 11, Constructs: 11, Range: 1 to 5, Context: effective teacher

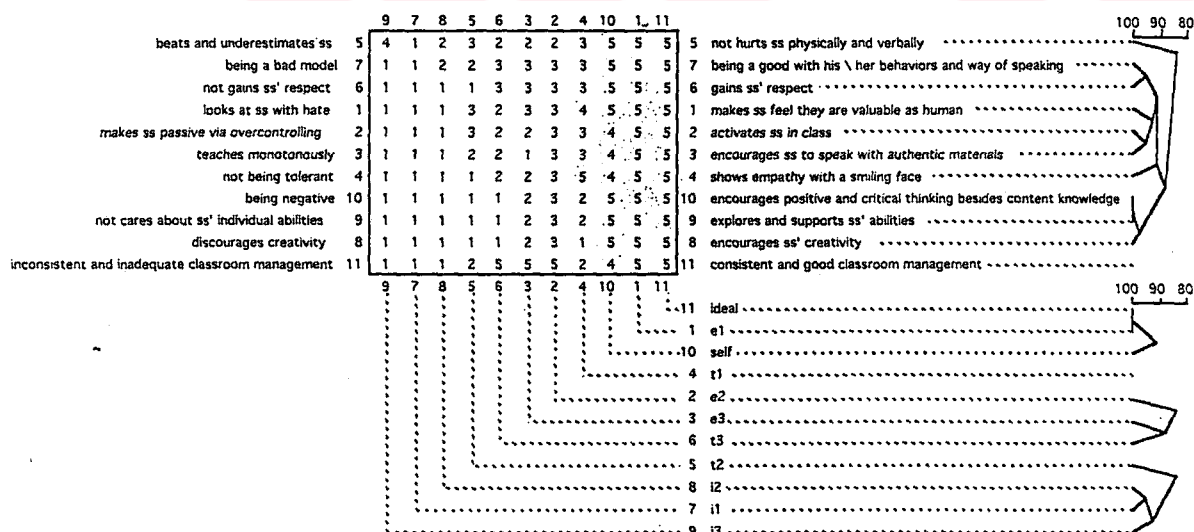


Figure 4.4 Teacher 2's FOCUSed grid at the beginning of the study

- **Construct Links**

The FOCUSED analysis of Teacher 2's grid produced two main clusters (see Figure 4.4). Her most related constructs are *encourages positive and critical thinking besides content knowledge* (C10) and *explores and supports SS' abilities* (C9) at the level of 100.0%. Also, linked to this cluster is the construct *encourages SS' creativity* (C8) at 97.7% match level. Thus, we can assume that Teacher 2 construes the characteristics of an effective teacher as a teacher who has a certain amount of content knowledge and encourages critical thinking while exploring and supporting students' abilities and creativity.

The second main cluster consists of five constructs, which are subordinated by the construct *shows empathy with a smiling face* (C4) (see Figure 4.4). The most closely related constructs are C7 (*being a good model with behavior and way of speaking*) and C6 (*gains SS' respect*), and C2 (*activates SS in class*) and C3 (*encourages SS to speak with authentic material*) at 95.5% match level. All the above mentioned four constructs are subordinated by the construct *makes SS feel they are valuable as human* (C1) at 90.9% match level. Therefore, we may assume that Teacher 2 construes being an effective teacher regarding his personal and professional values as being a good model for the students, which naturally brings about students' respect. In addition to this, Teacher 2 believes that an effective teacher is able to activate her students in class through encouraging students to speak about authentic materials. In order to employ these behavior of the effective teacher, Teacher 2 indicates that making students feel valuable as a human is the prerequisite for the preceding characteristics.

At a lower level (84.1%), the two main clusters are subordinated by the construct *not hurts SS physically and verbally* (C5). Therefore, we assume that Teacher 2 views beating and underestimating students impossible to be a feature of an effective teacher.

When we look at the construct data closer, we realize that the construct *consistent and good classroom management* (C11) is isolated and not linked with the other constructs. In fact, this construct (C11) was ranked ordered as one of her 5 most important constructs. During the follow-up interviews, Teacher 2 commented on her choice as quoted below:

I rank ordered this construct as the fifth most important because I believe a teacher must possess adequate classroom management skills. Even though I take this skill for granted, I could not leave it out. Still, I am more concerned with the invisible parts of the interactions in the classroom...

- **Element Links**

Teacher 2's element trees consist of three main clusters (see Figure 4.4). The first cluster consists of three elements. Her ideal teacher is linked with e1 at 100.0% match level. These two elements are associated with her self as teacher at the match level of 90.9%. Accordingly, we understand that Teacher 2 may perceive herself very close to her ideal teacher and effective teacher (e1) regarding the personal and professional features. Still, she believes she has to improve herself in four constructs (C11, C4, C3, C2).

In the second cluster, e3 is associated with t3 at the match level of 88.6%, which are subordinated by e2 at 84.1% match level. Therefore, we assume that the features of her effective teachers regarding their personal and professional values hold some features of her typical teachers.

In the third cluster, i1, i2, and i3 are associated at 93.2% match level, and linked to t2 at 84.1% match level. Hence, we assume that although she has a clear view about ineffective teachers, her belief regarding the distinguishing features of a typical teacher is relatively different.

4.2.2.2 The Content and Structure of Teacher 2's Personal Theories at the End of the Study

Teacher 2's grid data consists of 14 constructs and 11 elements. Figure 4.5 below presents the construct and element trees drawn at 80% cut-off point.

FOCUS: Teacher 2 focus2
Elements: 11, Constructs: 14, Range: 1 to 5, Context: effective teacher

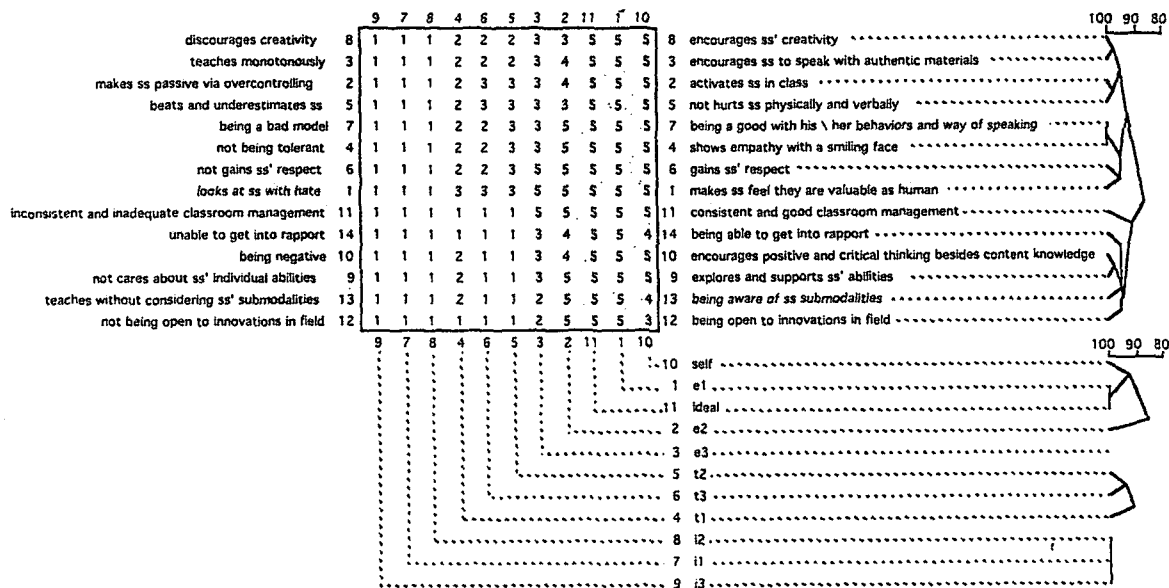


Figure 4.5 Teacher 2's FOCUSED grid at the end of the study

• Construct Links

Teacher 2's FOCUS analysis produced three main clusters (see Figure 4.5). When we look at the top of the grid, we see that Teacher 2 associates the constructs *encourages SS' creativity* (C8) and *encourages SS to speak with authentic materials* (C3) at the match level of 97.7%, parallel to the linking of the construct *activates SS in class* (C2) and *not hurts SS physically and verbally* (C5) (match level 97.7%). All four constructs are linked at the match level 95.5%. For teacher 2, an effective teacher does not teach monotonously, instead activates her students via encouraging creativity without underestimating students.

In her second main cluster, Teacher 2 associates *being a good model with his/her behaviors and way of speaking* (C7) and *shows empathy with a smiling face* (C4) at 100.0% match level. Within this cluster, the construct *gains SS' respect* (C6) and *makes SS feel they are valuable as human* (C1) are linked at the match level 95.5%. Thus, in Teacher 2's view, an effective teacher who makes her students feel valuable as a human being, automatically gains respect from them. Similarly, if a teacher is not tolerant, he/she is not a good model for his/her students, according to Teacher 2.

The third main cluster consists of five constructs. Within this construct cluster there is a high match (97.7%) between the constructs *encourages positive and critical thinking besides content knowledge* (C10) and *explores and supports SS' abilities* (C9). These two constructs are subordinated at 95.5% match level with the following three constructs *being able to get into rapport* (C14), *being aware of SS' submodalities* (C13), and *being open to innovations in the field* (C12). Having a closer look at the third cluster, we can infer that Teacher 2 perceives being open to innovations as a basic feature of an effective teacher regarding his/her personal and professional values. We can easily see that Teacher 2 has re-organized some of her constructs as she newly introduced other constructs to her existing construct system. It is noteworthy that at the end of the study Teacher 2 construed C13 *being aware of SS' submodalities* and C14 *being able to get into rapport* among her 5 most important constructs.

- **Element Links**

Teacher 2's FOCUS analysis produced three element clusters (see Figure 4.4). In the first one, i1, i2 and, i3 are highly associated at 100% match level. In the second element cluster, t2 and t3 are viewed to be similar (94.6% match level) and linked to t1 at 91.9% match level. Drawing on the associations above, we can assume that Teacher 2 has a clear idea about the features of typical and ineffective teachers regarding their personal and professional characteristics.

Her third element cluster at the top of grid reveals that Teacher 2 associates e1 with her ideal teacher at 100.0% match level, which is subordinated by her self as a teacher (92.9% match level). The element e2 has also a direct link to the elements ideal teacher, e1 and self at 85.7% match level. Hence, she may perceive herself holding same qualities of the effective teacher (e1) and her ideal teacher, but is still in the process of developing herself.

4.2.2.3 Changes Observed Between the Beginning and the End of the Study

Exchange Analysis:

• Structure

The Exchange analysis of Teacher 2's grid displayed only little change. The overall element consensus was 72.7% and the construct consensus 81.8% over 80% match level.

Teacher 2 focus1 consensus with Teacher 2 focus2

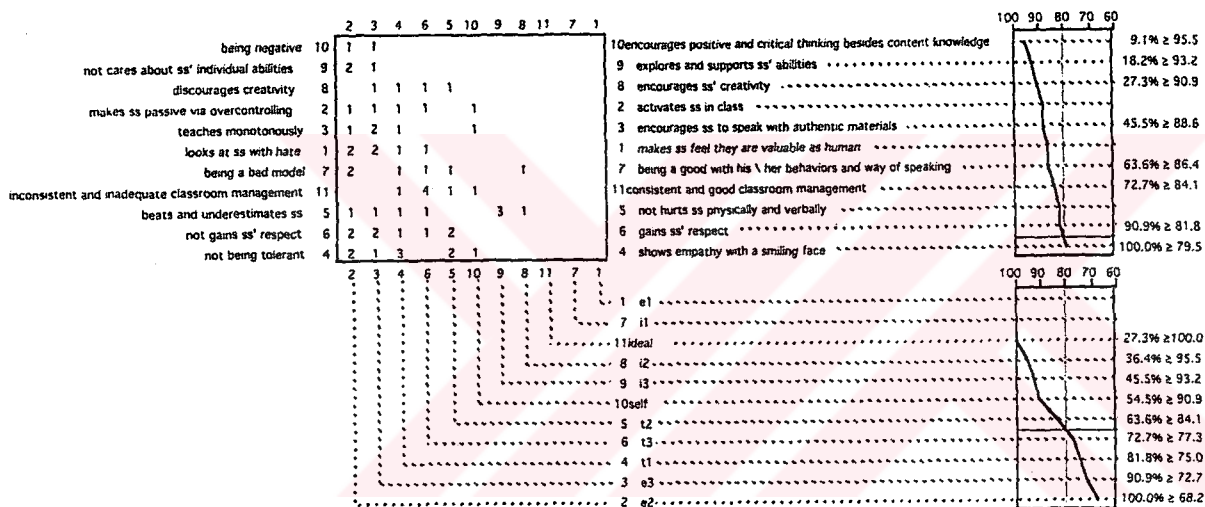


Figure 4.6 Exchange analysis of Teacher 1's FOCUSED 1 and FOCUSED 2 Grids

Teacher 2's only remarkable structural change includes one construct *shows empathy with a smiling face* (C4) at 79.5%. When we examine her first and second grids to identify the pattern of structural change, we see that at the beginning of the study, this construct C4 was an isolated construct considered as a prerequisite for the other constructs. However, at the end of the study, Teacher 2 associated the construct C4 with *being a good model with his/her behaviors and way of speaking* (C7). Hence, we

observe a change of perception in the meaning attached to the construct *shows empathy with a smiling face* (C4).

Another significant change occurred in Teacher 2's perception (see Figure 4.6) was the structural change concerning her elements. These elements included the following in order of level of difference from the least to the most: t3 (72.7%), t1 (81.8%), e3 (90.9%), and e2 has gone through (see Figure 4.6).

- **Content**

Teacher 2 added three new constructs to her existing construct system at the end of the NLP-TD program. These constructs *being open to innovations in the field* (C12), *being aware of SS' submodalities* (C13), and *being able to get into rapport* (C14) are associated to three of her existing constructs (C11, C10, and C9) (see Figure 4.6). In fact, Teacher 2 rank ordered two of the new constructs (C13 and C14) among her five most important constructs at the end of the study.

Drawing on these, we may suggest that the NLP-TD program led to a reconstruction of Teacher 2's personal theories regarding an effective teacher in terms of personal and professional values.

4.2.3 TEACHER 3

Teacher 3 is a graduate of the English Literature Department of Hacettepe University in Ankara, Turkey. She has been teaching English for 13 years at various state schools in Turkey. Currently, she is working at a state school in Adana. Her major interests are English Literature and reading.

Teacher 3 seeks for opportunities to develop herself; however, she stated that these opportunities are very restricted. Within her teaching experiences, she has attended only one INSET program that was mainly about teaching techniques. Thus, she was not satisfied with the program indicating that some features were lacking. Accordingly, Teacher 3 tries to develop herself via watching TV programs in English and following the latest news in English. Regarding her personal and professional goals

for the future, she wants to be a really successful and competent teacher. At the time of her retirement, she hopes to have actualized herself.

4.2.3.1 The Content and Structure of Teacher 3's Personal Theories at the Beginning of the Study

Teacher 3's grid consists of 9 constructs and 11 elements. Her FOCUSed grid shown in Figure 4.7 illustrates the construct and element trees drawn at 80% cut-off point.

FOCUS: Teacher 3 focus1

Elements: 11, Constructs: 9, Range: 1 to 5, Context: effective teacher

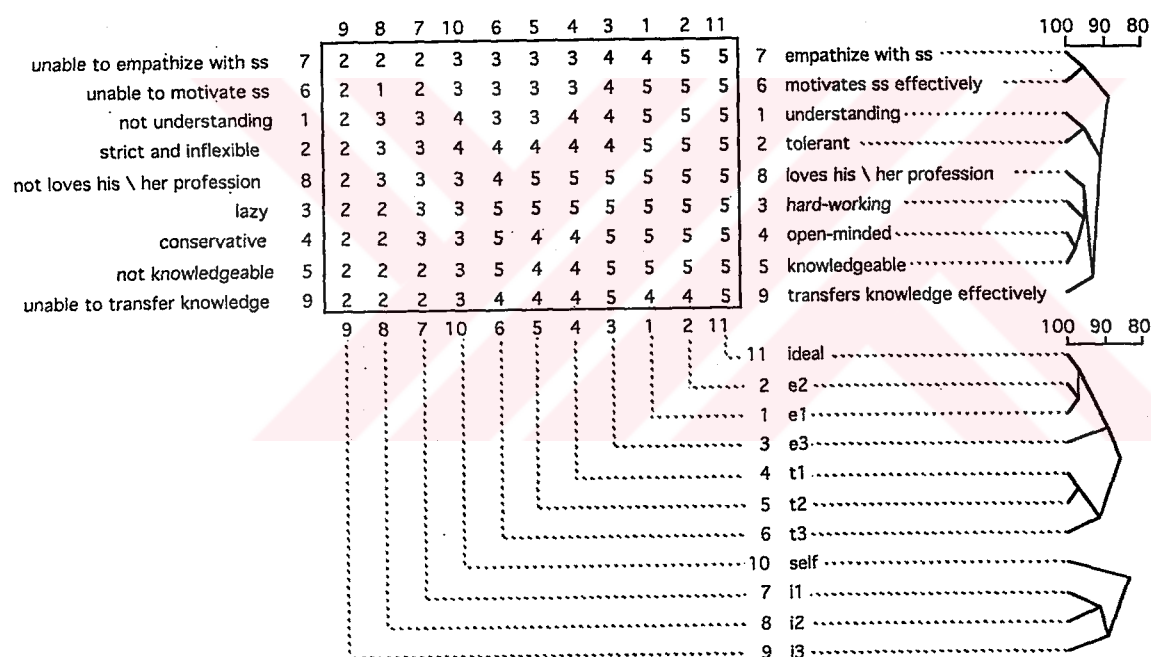


Figure 4.7 Teacher 3's FOCUSed grid at the beginning of the study.

- **Construct Links**

The FOCUS analysis of Teacher 3's grid produced three main construct clusters (see Figure 4.7). In the first main cluster at the bottom of the grid, the constructs *open-minded* (C4) and *knowledgeable* (C5) are associated at a high match level of 97.7%. These two constructs are subordinated by the constructs *hardworking* (C3) and

loves her/his profession (C8) at 95.5% match level. All these four constructs (C8, C3, C4, and C5) are linked to the construct *transfers knowledge effectively* (C9) at 93.2% match level. Hence, Teacher 3 seems to think that an effective teacher firstly has to love his/her profession very much and work very hard. In this way, a teacher becomes knowledgeable and open-minded; and is now ready to transfer his/her knowledge effectively. In fact, the four constructs *loves her/his profession* (C8), *hardworking* (C3), *knowledgeable* (C5), and *transfers knowledge effectively* (C9) were ranked ordered as four of her most important five constructs. During the follow-up interviews, Teacher 3 explained the meaning she attached to this construct cluster as follows:

I believe loving your profession is the key to success in your job. It is not simply saying "I love my job". It inhales more ... actively doing something for your students, trying to establish positive interaction among you and your students in order to convey knowledge. It is basically putting your effort into your profession.

In the second cluster, the constructs *understanding* (C1) and *tolerant* (C2) are perceived to be similar at 95.5% match level. Thus, we can understand that Teacher 3 thinks a strict and inflexible teacher cannot be understanding.

In the third main cluster at the top of the grid, the constructs *empathize with SS* (C7) and *motivates SS effectively* (C6) are associated at 95.5% match level. Drawing on this association, we may assume that Teacher 3 believes that an effective teacher needs to have the ability to empathies with his/her students if he/she wants to motivate his/her students effectively. Actually, the construct *motivates SS effectively* (C6) was rank ordered as one of Teacher 3's most important five constructs.

- **Element Links**

Teacher 3's element set consists of three main clusters (see Figure 4.7) which presents a clear view of separate teacher groups (effective, typical, and ineffective). When we look at the first element cluster, we see that Teacher 3 perceives the elements e2 and e1 identical at 97.2% match level, and linked them to her ideal teacher at the same match level (97.2%). These three elements (e2, e1, and ideal) are subordinated by the element e3 at 88.9% match level.

In her second element cluster, t1 and t2 are linked together at 97.2% match level, and subordinated by t3 at the match level of 91.7%. Teacher 3's element clusters of typical teachers and effective/ideal teachers are associated at 86.1% match. Drawing on these associations, we can see that Teacher 3 perceives a link between her effective teacher and typical teacher in terms of the features they possess regarding their personal and professional values.

In her third element cluster, i1 and i2 are perceived to be similar at 91.7% match level and linked to i3 at 88.9% match level. Teacher 3 associates her self as teacher at 83.3% match level to the ineffective teacher. Accordingly, we can conclude that Teacher 3 perceives herself ineffective and believes she has not achieved the features of her ideal teacher yet and is ready for change.

4.2.3.2 The Content and Structure of Teacher 2's Personal Theories at the End of the Study

Teacher 3's grid data consists of 14 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.8 illustrates the construct and element trees drawn at 80% cut-off point.

The FOCUS analysis of Teacher 3's grid produced two main clusters (see Figure 4.8). The first main cluster consists of four constructs: *loves his/her profession* (C8) and *hardworking* (C3) are associated at 100.0% match level; *knowledgeable* (C5) and *motivates SS effectively* (C6) are associated at 100.0% match level. Each construct pair are linked together at the match level of 95.5%. Thus, we can see that these four constructs have stayed as strong constructs at a higher match level in her existing construct system compared to her constructs at the beginning of the study (see Figure 4.7). Teacher 3 still believes that an effective teacher must love her profession, work hard in order to become knowledgeable and be open-minded.

FOCUS: Teacher 3 focus2

Elements: 11, Constructs: 14, Range: 1 to 5, Context: effective teacher

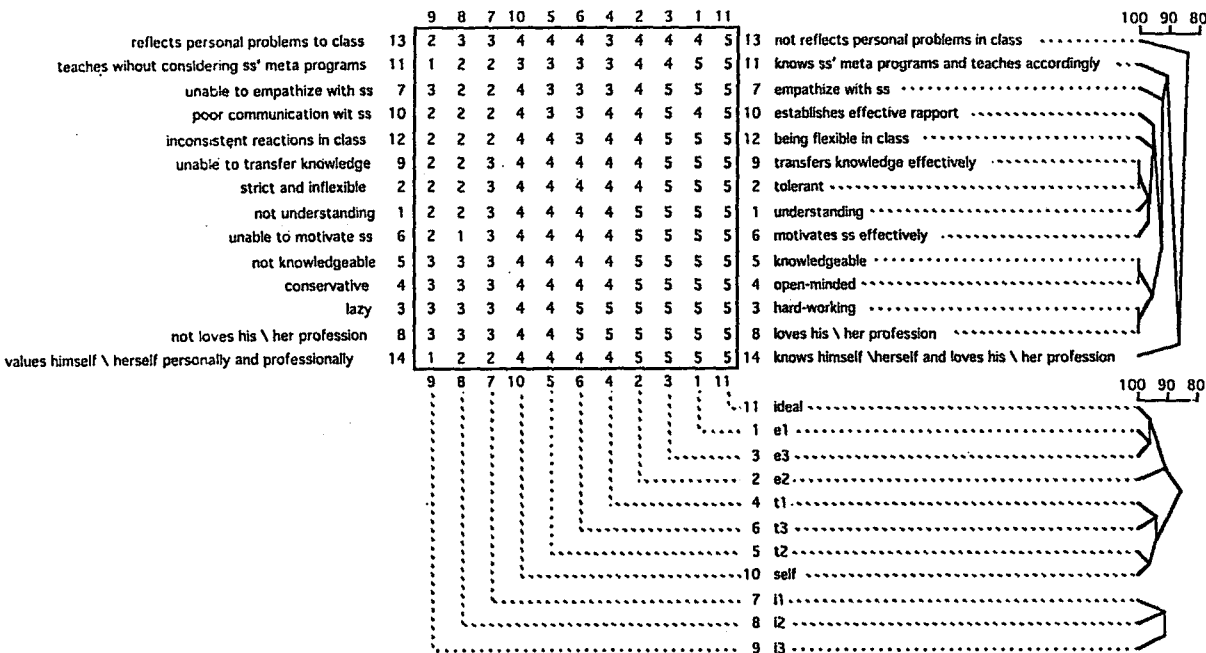


Figure 4.8 Teacher 3's FOCUSED grid at the end of the study.

• Construct Links

In her second cluster, we see the highest match 100.0% between the constructs *transfers knowledge effectively* (C9) and *tolerant* (C2), which are subordinated by four other constructs: *understanding* (C1) and *motivates SS effectively* (C6) are associated at the match level of 97.7%; and the constructs *establishes effective rapport* (C10) and *being flexible in class* (C12) are linked at 95.5% match level. Thus, Teacher 3 seems to construe that it is impossible to transfer knowledge effectively or be tolerant if a teacher is not understanding and able to motivate his/her students effectively. In order to achieve these, an effective teacher must possess the ability to establish effective rapport and be flexible if needed.

• Element Links

The element clustering in Teacher 3's grid presents a clear view; that is each

teacher group (effective, typical, and ineffective) from a separate group (see Figure 4.10). She relates her ideal teacher to e1 and e3 at 96.4% match level, which is subordinated by e2 at the match level of 91.1%.

In her second element cluster, t1 and t3 are associated by 94.6 match level, which are linked to t2 and self at the match level of 96.4%. Finally, all ineffective teachers (i1, i2, and i3) are perceived to be similar at match level of 91.1%.

Drawing on these associations above, we may assume that Teacher 3 perceives herself as having the features of the typical teachers in her mind, and has not yet achieved the features of her ideal and effective teachers in terms of personal and professional values.

4.2.3.3 Changes Observed Between the Beginning and the End of the Study

Exchange Analysis:

- **Structure**

The exchange analysis of Teacher 3's grid displayed only very little change. The overall consensus of both elements and constructs was 100% over 80% match level.

The only significant change at 80% cut-off point took place in the perception of self (see Figure 4.9). While at the beginning of the study, she linked herself closer to the ineffective teachers (i1, i2, and i3), at the end of the study, she viewed herself similar to the typical teachers (t1, t2, and t3) (see Figure 4.7 and 4.8). Drawing on these, we can say that Teacher 3 has reorganized views regarding her self as a teacher and showed positive change in her perception of self.

Teacher 3 focus1 consensus with Teacher 3 focus2

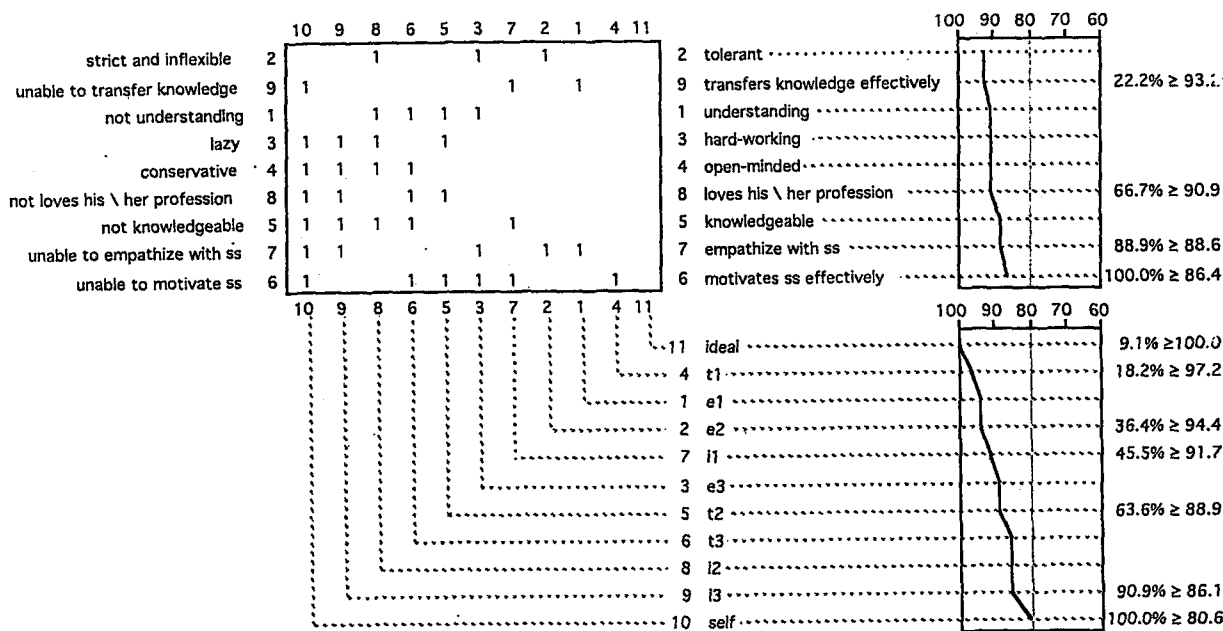


Figure 4.9_ Exchange analysis of Teacher 3's FOCUSED 1 and FOCUSED 2 Grids

- **Content**

The changes in the content of Teacher 3's two grids were worth mentioning. She has added five new constructs to her existing construct system that are directly related to the NLP-TD program: *establishes effective rapport* (C10), *knows SS' meta programs and teaches accordingly* (C11), *being flexible in class* (C12), *not reflects personal problems in class* (C13), and *knows himself/herself and loves his/her profession* (C14). Considering Teacher 3's most important five constructs, we see that she has ranked ordered C10, C13, and C14 among her most important five constructs at the end of the study.

Accordingly, we may assume that the NLP-TD program has expanded Teacher 3's repertoire of constructs in terms of the features of an effective teacher regarding his/her personal and professional values.

4.2.4 TEACHER 4

Teacher 4 has graduated from the English Literature Department of Ankara University in Ankara/Turkey. She has been teaching English for seven years at three different anatolian high schools. She is interested in reading, going to theatre and cinema.

Teacher 4 has attended a two-week INSET program offered by a university in Eskişehir/Turkey. She indicated that this program was effective in terms of gaining new techniques and approaches for her students. In order to develop herself, Teacher 4 tries to follow the latest books in the field and watches TV programs in English to develop her language proficiency. Moreover, she agreed that teacher development opportunities are very restricted for the teachers working for the Ministry of National Education. Thus, she would like to go abroad in order to attend a teacher-training program. Teacher 4 especially emphasized that it is the teacher's responsibility to explore and make use of the teacher development opportunities available in the following words:

Actually, there are always some opportunities for self-development. Even if they are limited, this is not an excuse. It is the teacher who must find them and especially use them in her personal and professional development. YOU are the starting force...

4.2.4.1 The Content and Structure of Teacher 4's Personal Theories at the Beginning of the Study

Teacher 4's grid data consists of 10 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.10 reveals the construct and element trees drawn at 80% cut-off point.

FOCUS: Teacher 4 focus1
Elements: 11, Constructs: 10, Range: 1 to 5, Context: effective teacher

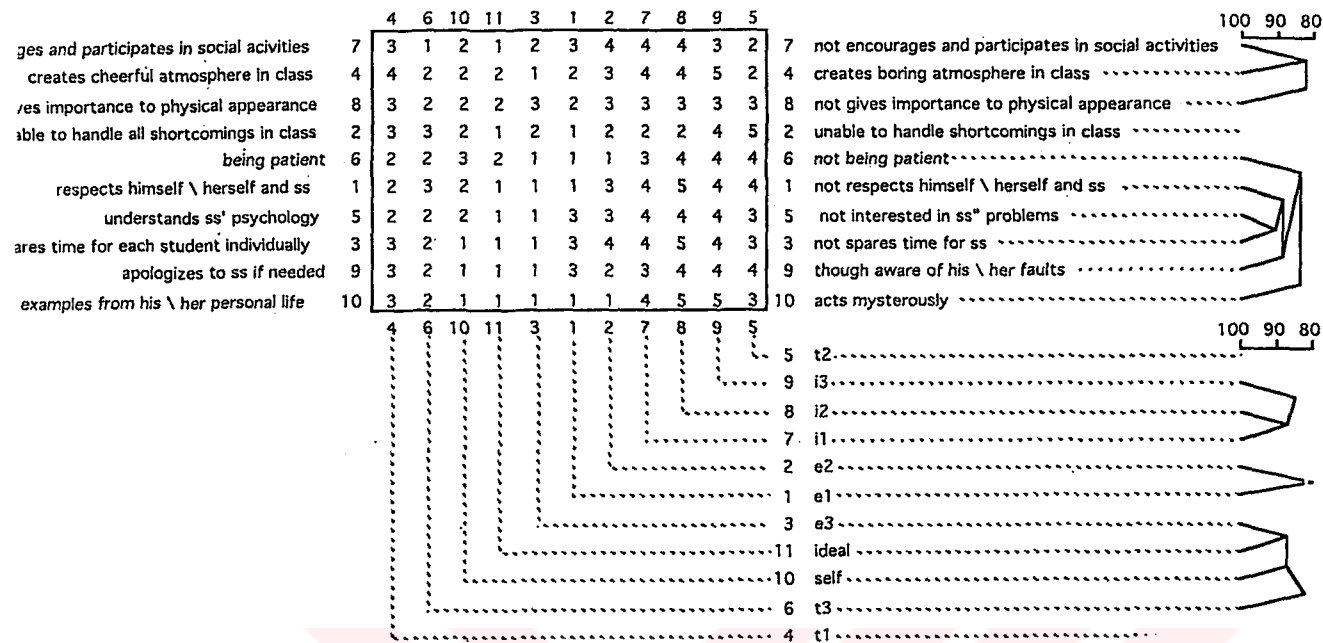


Figure 4.10 Teacher 4's FOCUSED grid at the beginning of the study

• Construct Links

The FOCUS analysis of Teacher 4's grid produced two main clusters (see Figure 4.10). In the first main cluster, constructs *encourages and participates in social activities* (C7) and *creates cheerful atmosphere in class* (C4) are associated at 81% match level. The same cluster is subordinated by the construct *gives importance to physical appearance* (C8) at 81.8% match level. In fact, the constructs *encourages and participates in social activities* (C7), *creates cheerful atmosphere in class* (C4), and *gives importance to physical appearance* (C8) were rank ordered as three of her 5 most important constructs. Hence, Teacher 4 seems to think that an effective teacher must firstly give importance to his/her physical appearance. Next, in order to create a positive atmosphere in class, an effective teacher must not only participate in social activities outside the classroom but also encourage his/her own students to take part in social activities. During the follow-up interview, Teacher 4 explained the meaning she

attached to the construct *encourages and participates in social activities* (C7) as follows:

I believe a good teacher should be active, not only in her professional life (in classroom) but also in her personal life. An effective teacher should participate in social activities and share her experiences with her students in class. She must be a model for her students in every sense. In this way, she can create a more effective classroom environment.

In her second main cluster, constructs *understands SS' psychology* (C5) and *spares time for SS* (C3) are perceived to be similar at 90.9% match level. Subordinate to these constructs (C3 and C5) are the constructs *respects himself/herself and SS* (C1) and *apologizes to SS if needed* (C9) at 88.6% match level. At the same match level, this sub-cluster is linked to constructs *being patient* (C6) and *gives examples from his/her personal life* (C10). Drawing on the above associations, we may assume that Teacher 4 perceives an effective teacher as a teacher who tries to devote time for individual students to understand their psychology. Similarly, Teacher 4 believes that an effective teacher has to respect both himself/herself and his/her students. This can be achieved through being very patient and apologizing to students if essential. Once more Teacher 4 emphasized the link of a teacher's personal experiences to the classroom setting.

- **Element Link**

Teacher 4's element set consists of three main clusters (see Figure 4.10).

When we look at the first element cluster, we see that Teacher 4 has a clear view of the features of ineffective teachers. The elements i1 and i2 are associated by 87.5% match level, which is subordinated by i3 at 85% match level.

In the second element cluster, the elements e2 and e2 are perceived to be similar at the match level of 80%. Considering her third element cluster, we can see that there is a similarity between the elements e3 and ideal teacher at 87.5% match level. At the same match level (87.5%), Teacher 4 linked her self to e3 and ideal teacher. Another important point worth mentioning is her association of t3 to her self at the match level of 82.5%. Thus, we assume that even though Teacher 4 perceives her self as already having some features of her ideal teacher and e1, she indicates that she still has some features of her typical teacher (t3). Therefore, we may state that she is ready for change.

4.2.4.2 The Content and Structure of Teacher 4's Personal Theories at the End of the Study

Teacher 4's grid data consists of 11 constructs and 11 elements. Her FOCUSed grid shown in Figure 4.11 reveals the construct and element trees drawn at 80% cut-off point.

FOCUS: Teacher 4 focus2
Elements: 11, Constructs: 11, Range: 1 to 5, Context: effective teacher

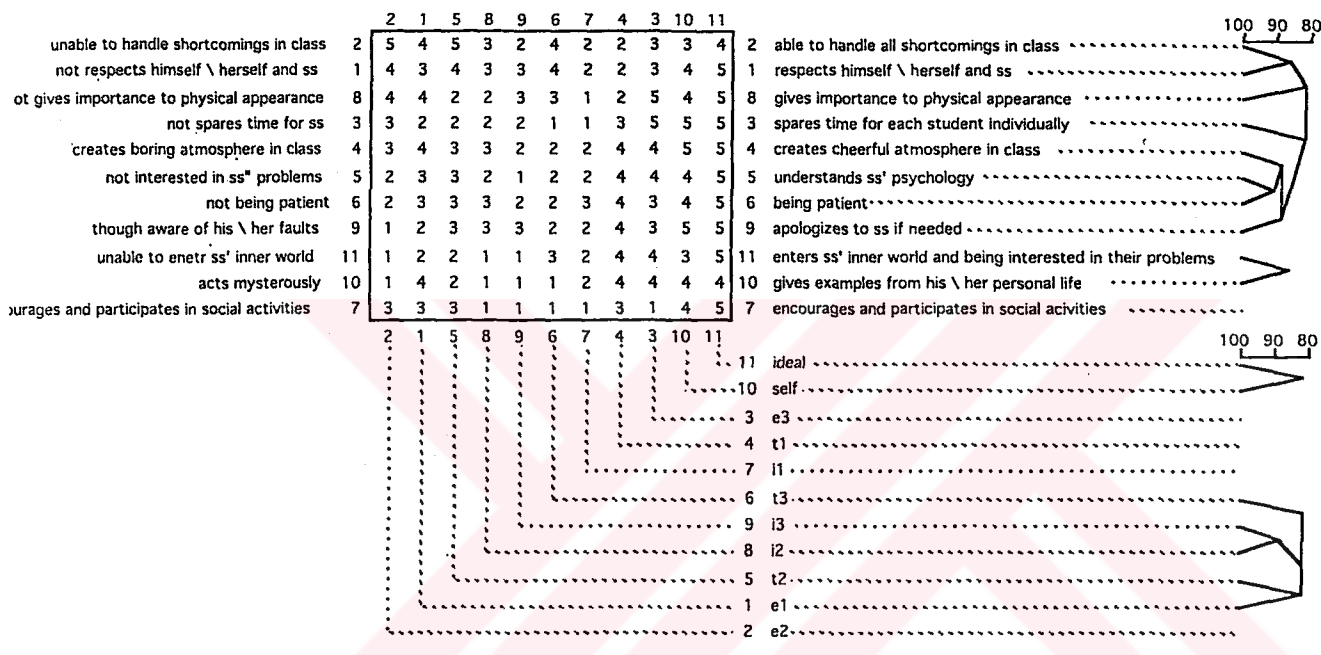


Figure 4.11 Teacher 4's FOCUSed grid at the end of the study.

• Construct Links

At the end of the study, Teacher 4's FOCUSed grid analysis produced three clusters and one isolated construct (see Figure 4.11). Her most related constructs are *being patient* (C5) and *understands SS' psychology* (C6) matched at 90.9% level. This cluster is subordinated by the constructs *creates cheerful atmosphere in class* (C4) and *apologizes to SS if needed* (C9) at 88.6% match level. In fact, the constructs *being patient* (C5), *creates cheerful atmosphere in class* (C4), and *apologizes to SS if needed* (C9) were rank ordered as three of Teacher 4's most important five constructs at the end of the study. That is, according to Teacher 4's point of view, a teacher cannot create a

positive atmosphere in class, if he/she is not patient and interested in his/her students' problems. Teacher 4 also believes that an effective teacher should be aware of his/her faults and be able to apologize if essential.

In her second cluster, we see that the constructs *able to handle all short comings in class* (C2) and *respects himself/herself and SS* (C1) are associated with each other at 86.4% match level. The construct *gives importance to physical appearance* (C8) subordinates construct 2 and 1 at 81.8% match level. Actually, the construct *respects himself/herself and SS* (C1) was rank ordered as one of Teacher 4's most important five constructs at the end of the study. Hence, we can conclude that Teacher 4 believes that an effective teacher must show respect both to himself/herself and his/her students, and have the ability to handle any short comings in class. One feature supporting these perceptions is the physical appearance of the teacher.

In her third cluster, at the bottom of the grid, the constructs *enters the inner world and being interested in their problems* (C11) and *gives examples from his/her personal life* (C10) are associated at 86.4% match level. In fact, the construct *enters the inner world and being interested in their problems* (C11) was rank ordered as one of Teacher 4's five most important construct at the end of the study. Drawing on these associations, Teacher 4 believes an effective teacher must try to enter the inner world of his/her students and if he/she wants to solve their problems, a teacher should help or guide them while giving examples of his/her personal life.

- **Element Links**

Teacher 4's FOCUSed grid produced two main element clusters (see Figure 4.11). When we look at the first cluster at the bottom of the element grid, we see that the most related elements are i2 and i3 at 88.6% match level. We also observe that this cluster has a direct link with t3, t2, and e1 at the match level of 81.8%. Thus, we assume that Teacher 4 does not have a clear view of the features that distinguish effective teachers from that of her typical and ineffective teachers at the end of the study.

Another worth mentioning point is her perception of self in the second element cluster. The elements self and ideal teacher are associated at 81.8% match level. That is, at the beginning of the study, Teacher 4 placed her self as a teacher in the same category with one effective teacher, ideal and one typical teacher. However, at the end of the

study, we see that she perceives her self similar to her ideal teacher lacking a few features. Therefore, we can conclude that Teacher 4 perceives herself different from the ineffective, typical and effective teachers but has not become her ideal teacher yet.

4.2.4.3 Changes Observed Between the Beginning and the End of the Study

Exchange Analysis:

- **Structure**

The Exchange analysis of Teacher 4's grid revealed that the construct consensus between the first and the second grid was 20.0%, and the element consensus was 54.5% over 80% match level.

Teacher 4 focus1 consensus with Teacher 4 focus2

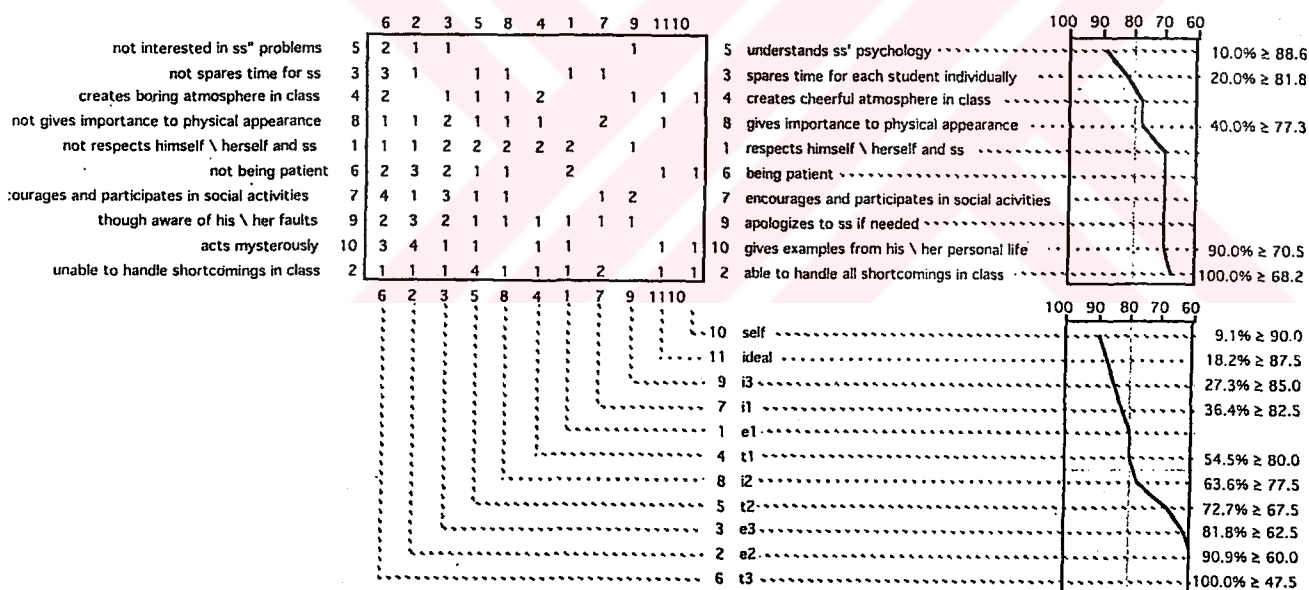


Figure 4.12 Exchange analysis of Teacher 4's FOCUSED 1 and FOCUSED 2 Grids

Teacher 4's constructs, which showed remarkable structural change include the following in order of the level of difference from the least to the most: *creates cheerful*

atmosphere in class (C4) and *gives importance to physical appearance* (C8) at 77.3%; *respects himself/herself and SS* (C1), *being patient* (C6), *encourages and participates in social activities* (C7), and *apologizes to SS if needed* (C9) at 70.5%; *gives examples from his/her personal life* (C10), and *able to handle all short comings in class* (C2) at 68.2%.

When we examine her first and second grids to identify the pattern of structural change, we come up with the following established links: at the beginning of the study the construct *creates cheerful atmosphere in class* (C4) was linked to *encourages and participates in social activities* (C7) (see Figure 4.10). However, in the second grid, this construct (C7) subordinated together with the construct *apologizes to SS if needed* (C9) the constructs C5 (*understands SS' psychology*) and C6 (*being patient*). Hence, at the end of the study, we observe a change of perception in the meaning attached to the construct *creates cheerful atmosphere in class* (C4). Similarly, the construct *encourages and participates in social activities* (C7) changed to an isolated construct at the end of the study. Another construct, which underwent structural change was *being patient* (C6). At the beginning of the study, it was viewed as a complementary feature; however, at the end of the study (see Figure 4.11) this construct was one of the main features possessed by effective teachers regarding their personal and professional values.

Finally, we see that at the end of the study, the construct *gives examples from his/her personal life* (C10) was linked to a new added construct *enters SS' inner world and being interested in their problems* (C11). Thus, we may suggest that Teacher 4 was involved in a reconstruction process that enabled her to clarify the personal meaning she attached to her personal theories and the structural relations she established among them.

Another feature revealed in Figure 4.12 was the structural changes concerning Teacher 4's elements. These elements included the following in order of the level of difference from the least to the most: i2 (63.6%), t2 (72.7%), e3 (81.8%), e2 (90.9%) and t3 (100%). As a result of the analysis of the structural change, we see that e3 and t3 (her role models which influenced her construction of the world, in our case her perception of the features of an effective teacher regarding his/her personal and

professional values) has not be stable between the beginning and the end of the study. At the end of the study, Teacher 4 associated her self only to her ideal teacher. Therefore, we may suggest that Teacher 4 is open to change as she has been in the process of testing her personal theories in light of the new experiences she has been involved in.

- **Content**

Teacher 4 added one new construct to her existing construct system at the end of the NLP-TD program. This construct *enters SS' inner world and being interested in their problems* (C11) was linked to one of her existing constructs *gives examples from his/her personal life* (C10). In fact, Teacher 4 has rank ordered C11 as the most important construct among her most important five constructs. Drawing on these, we may suggest that the NLP-TD program lead to a reconstruction of Teacher 4's personal theories regarding an effective teacher in terms of his/her personal and professional values.

4.2.5 TEACHER 5

Teacher 5 graduated from the English Language Teaching Department of Çukurova University in Adana/Turkey. She has been teaching English for 12 years at various state schools and anatolian high schools in Turkey. Currently, she is working at an anatolian high school in Adana.

Teacher 5 attended only one INSET program offered by a university two years ago and indicated that it helped her to gain new insights about especially teaching writing. She also stated that her writing classes completely changed in a positive way. As for the available opportunities for teacher development, Teacher 5 believes that they are not enough. In fact, she applied for a teacher training seminar of the Ministry of National Education; however, she has not received a reply so far. In regards to her personal and professional goals for the future, Teacher 5 wants to get married, and she wants to be one of the best English teachers in Turkey in the professional sense.

4.2.5.1 The Content and Structure of Teacher 5's Personal Theories at the Beginning of the Study

Teacher 5's grid consists of 10 constructs and 11 elements. Her FOCUSed grid shown in Figure 4.13 illustrates the construct and element trees drawn at 80% cut-off point.

FOCUS: Teacher 5 focus2

Elements: 11, Constructs: 10, Range: 1 to 5, Context: effective teacher

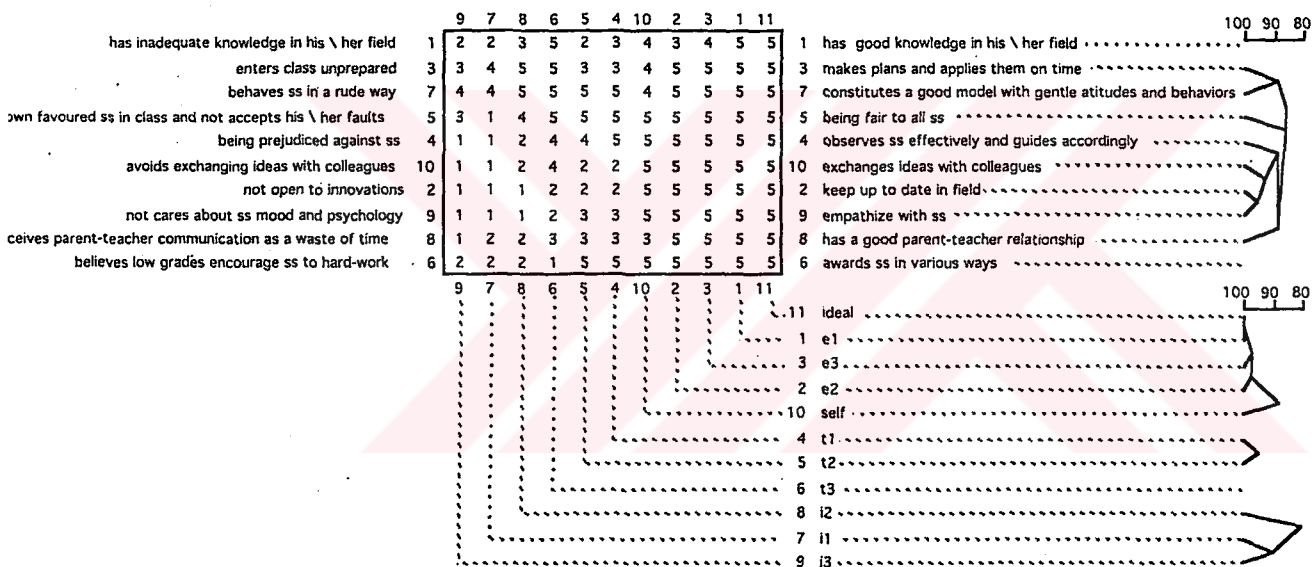


Figure 4.13 Teacher 5's FOCUSed grid at the beginning of the study

- Construct Links

The FOCUS analysis of Teacher 5's grid produced two main construct clusters. In the first cluster, constructs *keeps up to date in filed* (C2) and *empathize with SS* (C9) are associated at 95.5% match level. At the level of 93.2%, these two constructs are linked to construct *exchanges ideas with colleagues* (C10). In addition to these, constructs *observes SS effectively and guides accordingly* (C4) and *has good parent-*

teacher relationship (C8) subordinate this cluster (C2, C9, and C10). Drawing on these above links established, Teacher 5 seems to think that an effective teacher keeps up to date in field and exchanges his/her ideas with colleagues. Likewise, an ineffective teacher does not care about his/her students' mood and psychology, and perceives parent-teacher communication as a waste of time. During the follow-up interview, Teacher 5 explained the importance she attached to constructs C8 and C4 as follows:

Even though some teachers are not aware of the importance of parent-teacher relationship, I definitely believe that it has effects on the education of students. Firstly, a good teacher must observe his/her students and guide them considering their background. Sometimes personal problems of students may hinder an effective teaching-learning environment.

Teacher 5 also seems to believe that an effective teacher in terms of personal and professional values must keep up to date in his/her field. In fact, she rank ordered this construct (C2) as one of her five most important construct.

When we consider Teacher 5's second cluster, we see that she relates the constructs *makes plans and applies them on time* (C3) and *constitutes a good model with gentle attitudes and behaviors* (C7) at 88.6% match level. Within the same cluster, the construct *being fair to all SS* (C5) is linked to construct 3 and 7 at the match level of 86.4%. Hence, for Teacher 5 an effective teacher enters the class well prepared and constitutes a good model with both his/her attitudes and behaviors. She also seems to perceive that an effective teacher should not have favorite students in class but be fair and behave equally to each student. In fact, the constructs C3, C7, C5 and *has good knowledge in his/her field* (C1) were rank ordered as four of her five most important constructs. Regarding her perception of these constructs, Teacher 5 stated the following in her follow-up interview:

I certainly believe a teacher must have adequate content knowledge in his/her field. This is unquestionable. I put this fact aside. Adding to this, an effective teacher must be a good model both in her behaviors and decisions. He/she must reveal the determinations in his/her actions.

• Element Links

Teacher 5's FOCUSed grid produced three element clusters (see Figure 4.13). We see that Teacher 5 has a clear view regarding the features of effective, ineffective, and typical teachers, as each group of teachers form one separate cluster. Accordingly,

i3 and i1 are viewed to be similar at 90% match level, and i2 subordinates these two constructs at 80% match level. Her typical teachers t1 and t2 were linked together at the match level of 90%.

In Teacher 5's third element cluster, her most related elements are e1 and ideal teacher at 100% match level. E3 and e2 subordinate these two elements (e1 and ideal) at 97.5% match level. Moreover, her self as a teacher has a direct link to her effective teachers and ideal teacher at 87.5% match level. Therefore, we assume that Teacher 5 thinks that she possesses some of the features of both the effective teachers and ideal teacher; however, she believes that she still needs to progress in the following constructs: *adequate knowledge in his/her field (C1)*, *makes plans and applies them in time (C3)*, *constitutes a good model with gentle attitudes and behavior (C7)*, and *has a good parent-teacher relationship (C8)*.

4.2.5.2 The Content and Structure of Teacher 5's Personal Theories at the End of the Study

Teacher 5's grid data consists of 10 constructs and 11 elements. Figure 4.14 below presents the constructs and element trees drawn at 80% cut-off point.

- **Construct Links**

Teacher 5's FOCUS analysis produced two main clusters (see Figure 4.14). In the first cluster towards the bottom of the grid, we see that the constructs *empathize with SS (C9)* and *observes SS effectively and guides accordingly (C4)* are highly associated at 97.7% match level. In fact, the constructs *empathize with SS (C9)* was ranked as the most important construct out of her five most important constructs. Thus, we may assume that Teacher 5 believes that empathizing with students is the most important feature of an effective teacher in terms of his/her personal and professional values.

Elements: 11, Constructs: 10, Range: 1 to 5, Context: effective teacher

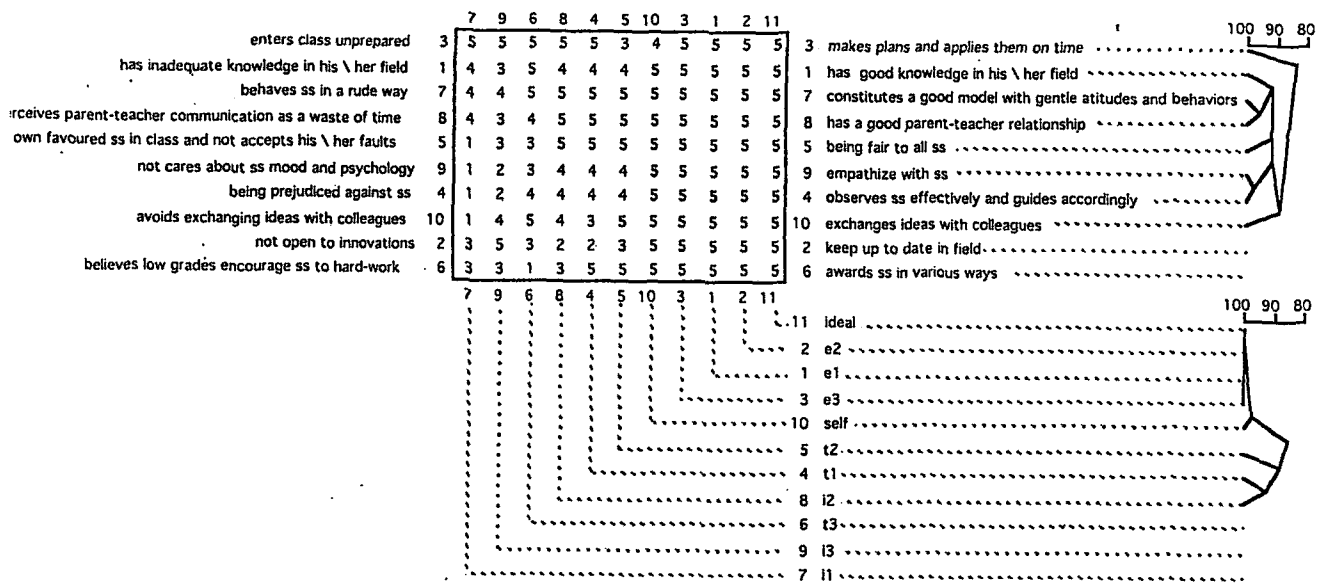


Figure 4.14 Teacher 5's FOCUSED grid at the end of the study.

In her second main cluster, the most related constructs constitute *a good model with gentle attitudes and behavior* (C7) and *has a good parent-teacher relationship* (C8) at 95.5% match level., which are subordinated by the following two constructs: *has a good knowledge in his/her field* (C1) and *being fair to all SS* (C5) at 90.9% match level. Drawing on the above associations made at the end of the study, we can suggest that Teacher 5 perceives that an effective teacher is a good model in his/her attitudes and behaviors not only in class but also in his/her parent-teacher relationships. In order to achieve this, he/she needs to be knowledgeable in his/her field and treat her students equally.

Another noteworthy association is the link of the constructs *has a good parent-teacher relationship* (C8) and *empathize with SS* (C9) with the construct *being fair to all SS* (C5) at 90.9% match level. In fact, construct C5 was rank ordered as one of her most important constructs both at the beginning and end of the study. Hence, we can understand that Teacher 5 perceives this construct as a very important feature of an effective teacher both in his/her interaction in class and outside the classroom.

- **Element Links**

Teacher 5's FOCUSED grid produced two main element clusters (see Figure 4.14). In the first cluster, e1, e2, and ideal teacher are viewed to be identical at 100% match level. This cluster is subordinated by the element self at 97.5% match level. Therefore, we assume that at the end of the study, Teacher 5 perceives her almost similar in the features of her effective and ideal teachers, and indicated only one construct to be developed: *makes plans and applies them on time* (C3). Accordingly, Teacher 5 associated her self with typical teacher (t2) at the match level of 85%.

In the second cluster, the elements t1 and i2 are perceived to be similar at 92.5% match level and linked to t2 at 87.5% match level. Therefore, we assume that Teacher 5 has not got persistent views regarding the distinctive features of ineffective and typical teachers, since at the beginning of the study they seem to be very clear.

4.2.5.3 Changes Observed Between the Beginning and the End of the Study

Exchange Analysis:

- **Structure**

The exchange analysis of Teacher 5's grid displayed that the construct consensus was 60%, and the element consensus 72.7% over 80% match level (see Figure 4.15).

The exchange analysis of Teacher %'s grids revealed that four of her constructs have gone through remarkable structural change between the beginning and the end of the study (see Figure 4.15). The constructs with remarkable structural change cover, in order of level of difference from the least to the most: *keep up to date in field* (C2; 79.5%), *exchanges ideas with colleagues* (C10; 75.0%) and *has a good parent-teacher relationship* (C8; 68.2%) (see Figure 4.16). For example, at the beginning of the study, while the construct *keep up to date in field* (C2) was associated with the construct *empathize with SS* (C9); at the end of the study, it was dissociated and kept as an

isolated construct. Thus, we assume that she might have been in the process of integrating this construct into her whole construct system.

Teacher 5 focus1 consensus with Teacher 5 focus2

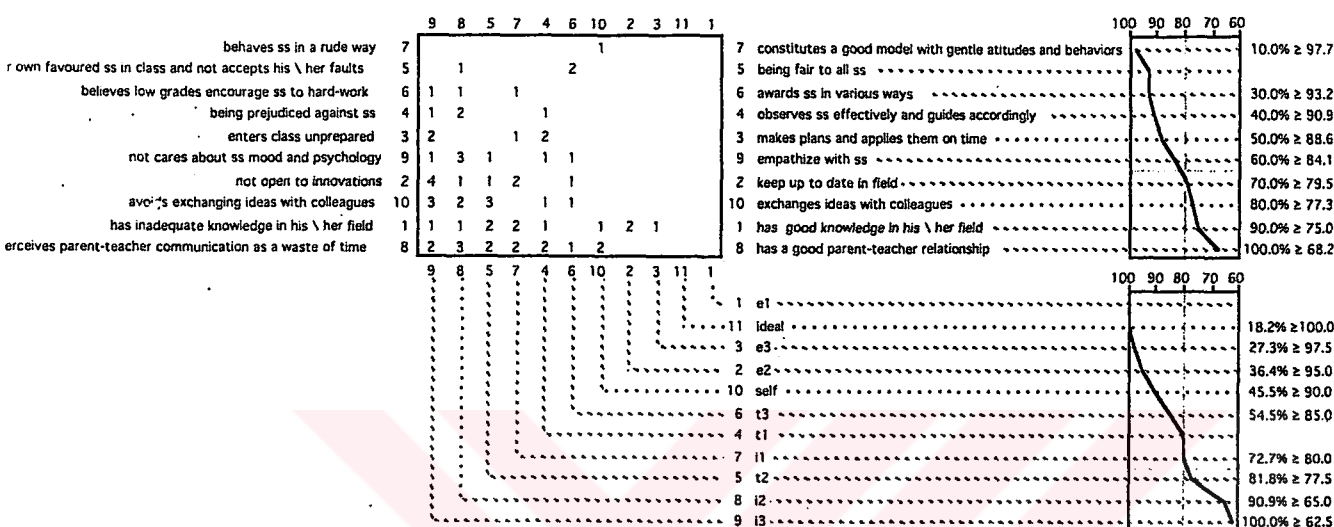


Figure 4.15 Exchange analysis of Teacher 5's FOCUSED 1 and FOCUSED 2 Grids

Similarly, the construct *exchanges ideas with colleagues* (C10) was associated highly with the construct *keep up to date in field* (C2) at the beginning of the study; however, at the end of the study, she linked this construct (C10) at a lower match level to *observes SS effectively and guides accordingly* (C4).

Likewise, at the beginning of the study, the construct *has good knowledge in his/her field* (C1) was not associated significantly to a construct; however, at the end of the study, Teacher 5 linked this construct to the construct *constitute a good model with gentle attitudes and behaviors* (C7). In relation to the change of the meaning she attached to the construct C1, Teacher 5 explained the follows:

At first, I thought it is obvious that a teacher needs a good knowledge; however, now I know we need more. We also need to become a good model for our students, both in relation to our attitudes and behaviors.

Finally, at the beginning of the study, while the construct *has a good parent-teacher relationship* (C8) was slightly related to the construct *empathize with SS* (C9); at the end of the study, it was closely linked to *constitute a good model with gentle attitudes and behaviors* (C7).

In general, we assume that the experiences Teacher 5 had been involved during the NLP-TD program might have promoted awareness in relation to her features of an effective teacher, both personally and professionally.

With regards to Teacher 5's element clustering, we observe structural changes concerning three elements. These elements included the following in order of level of difference from the least to the most: i2 (77.5%), i2 (65.0%) and i3 (62.5%). Her perception of the features regarding an effective teacher in terms of his/her personal and professional values has not been stable between the beginning and end of the study. Hence, we may suggest that Teacher 5 is open to change as she has been in the process of testing her personal theories in light of the new experiences she has been involved in during the NLP-TD program.

- **Content**

Teacher 5 has not added any new constructs to her existing construct system after the NLP-TD program. However, when we look at the rank order of her most important five constructs at the beginning and end of the study (see Table 4.3), we see that Teacher 5 has eliminated two constructs and chosen two new constructs from her existing system. In addition, the rank order of her constructs has changed. Accordingly, she rank ordered the construct *empathize with SS* (C9) as the most important construct and the second construct *exchanges ideas with colleagues* (C10) as her fourth most important construct. Hence, we can suggest that Teacher 5 was involved in a reconstruction process that enabled her to clarify her personal meanings she attached to her personal theories after the NLP-TD program.

4.2.6 TEACHER 6

Teacher 6 is a graduate of the English Literature Department of Ege University in Izmir/Turkey. She has been teaching English for 8 years. During these years, she has taught at a state school and is now working at an anatolian high school in Adana/Turkey. Her major interests are teaching video and speaking lessons.

Teacher 6 has not attended any INSET programs yet, and indicated that she is enthusiastic about attending the NLP-TD program. She also highlighted the fact that the available opportunities for teacher development are very limited. As for her personal and professional goals for the future, Teacher 6 wants to be a good teacher, a good mother, a good wife, and a good daughter. She believes she has the potential of managing these roles at the same time. In relation to her personal and professional goals for the future, she stated the followings:

I believe it is not enough to be successful only in your personal life or just in your professional life. I think being able to balance your personal and professional life is the key to success. In either case, we have to develop ourselves.

4.2.6.1 The Content and Structure of Teacher 6's Personal Theories at the Beginning of the Study

Teacher 6's grid data consists of 14 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.16 reveals the construct and element trees drawn at 80% cut-off point.

- **Construct Links**

The FOCUS analysis of Teacher 6's grid produced two main clusters (see Figure 4.16). In her first cluster, the constructs *able to make himself/herself and his/her surrounding happy* (C13) and *use empathy towards SS* (C3) are associated at a high match level of 95.5%. These two constructs are subordinated by five constructs at 93.2% match level: *has a good sense of humor* (C1), *knowing when and how to be strict* (C6), *encourages responsibility among SS* (C5), and *appropriate close relation* (C2). In fact, the constructs *able to make himself/herself and his/her surrounding happy* (C13) and *knowing when and how to be strict* (C6) were rank ordered as two of her most important constructs. Drawing on these, Teacher 6 seems to construe that an effective

teacher in terms of his/her personal and professional values needs to be able to make himself/herself and his/her surrounding happy. In order to achieve this, he/she must establish an appropriate relationship with his/her students, using empathy if necessary or sometimes sense of humor. Moreover, an effective teacher must know when and how to be strict. Encouraging responsibility is another important feature of an effective teacher regarding his/her personal and professional value.

FOCUS: Teacher 6 focus1

Elements: 11, Constructs: 14, Range: 1 to 5, Context: effective teacher

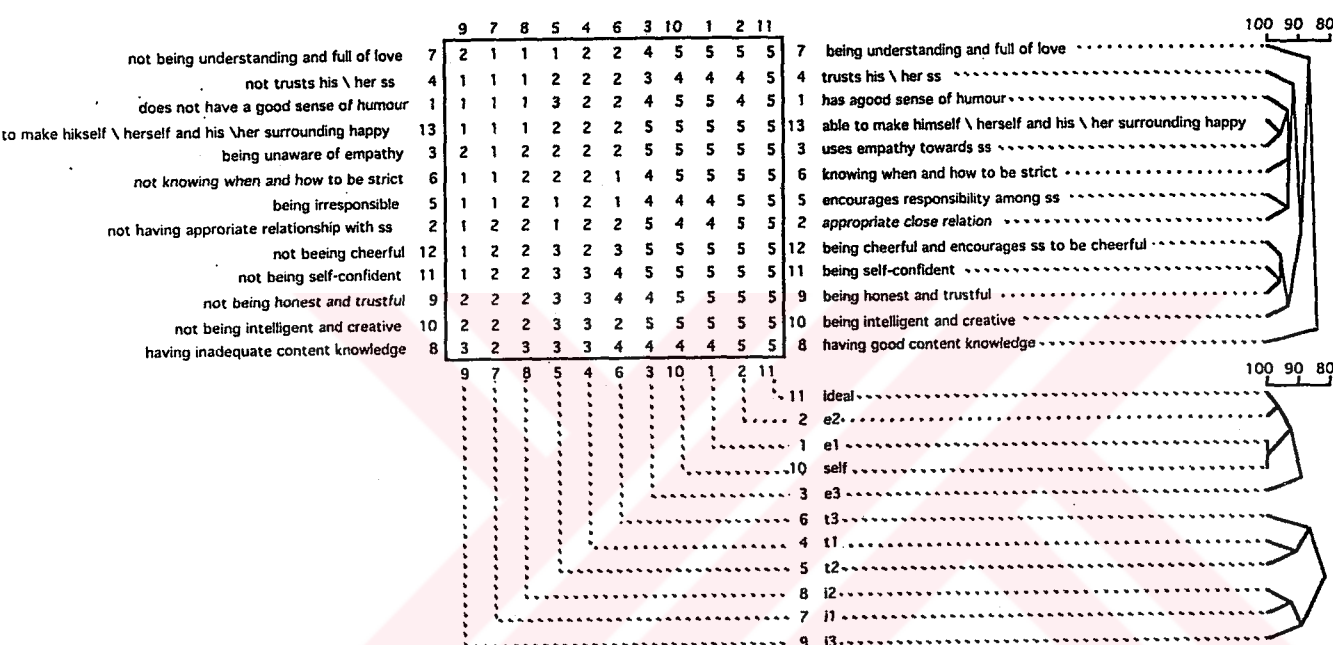


Figure 4.16 Teacher 6's FOCUSED grid at the beginning of the study

The second main cluster consists of four constructs all of which are subordinated by *having good content knowledge* (C8) (see Figure 4.16). The most closely associated constructs of this cluster are *being honest and trustful* (C9), *being self-confident* (C11) and *being cheerful and encourages SS to be cheerful* (C12) at 95.5% match level. These constructs are subordinated by the construct *being intelligent and creative* (C10) at 93.2% match level. Finally, *having good content knowledge* (C8) is a prerequisite for all these constructs (84.1% match level). In fact, construct C8 was rank ordered as the most important construct of her five most favorite ones. Therefore, we assume that Teacher 6

believes that an effective must firstly have a good content knowledge. Then, he/she must possess the following features: being honest and trustful, being self-confident, being cheerful, and being intelligent and creative. During the follow-up interview, Teacher 6 commented on her choice of C8 as her most important construct as follows:

I do not discuss the importance of content knowledge an effective must have anymore. I just go one step further; that is, an effective teacher must have strong personal features and establish a good teacher student interaction in class. These are essential for an effective education.

- **Element Links**

Teacher 6's element trees consist of three main clusters (see Figure 4.16) which presents a clear view of separate teacher groups (effective, typical, and ineffective). When we look at the first element cluster, we see that Teacher 6 perceives her self and e1 identical at 100.0% match level. At a slight lower level, her ideal teacher and e2 are associated at the match level of 96.2%. Each subcluster (e3 and self; ideal and e1) is linked to each other at 92.3% match level. Hence, we assume that Teacher 6 has a clear idea of the features an effective teacher must have in terms of his/her personal and professional values. However, she believes that she has not achieved the features of her ideal teacher yet and has to develop herself in the following points: content knowledge, relationship with her students, encouraging responsibility among students, and trusting her students.

In her second cluster, t1 and t2 are linked together at 90.4% match level, subordinated by t3 at 86.5% match level. Finally, in her third element cluster, the elements i1 and i2 are perceived to be similar at 92.3% match level and linked to i3 at 88.5% match level. At the match level of 80.8%, some similarities have been drawn between Teacher 6's typical and ineffective teachers. Accordingly, we can conclude that Teacher 6 has a clear view about the features of effective, typical, and ineffective teachers regarding their personal and professional values.

4.2.6.2 The Content and Structure of Teacher 6's Personal Theories at the End of the Study

Teacher 6's grid data consists of 16 constructs and 11 elements. Figure 4.17 below presents the construct and element trees drawn at 80% cut-off point.

FOCUS: Teacher 6 focus2

Elements: 11, Constructs: 16, Range: 1 to 5, Context: effective teacher

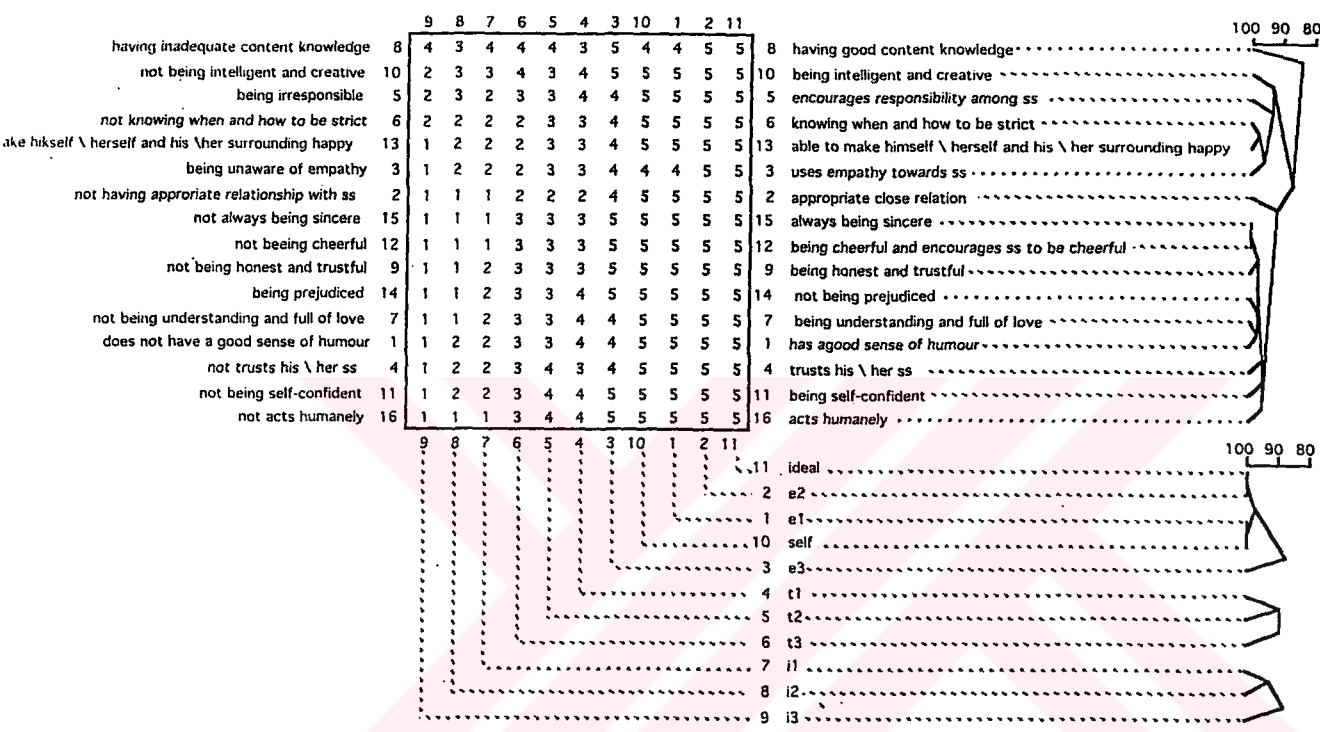


Figure 4.17 Teacher 6's FOCUSed grid at the end of the study.

• Construct Links

Teacher 6's FOCUS analysis produced two main clusters and two isolated constructs (see Figure 4.17). When we look at the top of the grid, we see that she associates the constructs *knowing when and how to be strict* (C6) and *able to make himself/herself and his/her surrounding happy* (C13) at 97.7% match level, which are subordinated by the construct *uses empathy towards SS* (C3). These three constructs (C6, C13, and C3) are linked to the construct *encourages responsibility among SS* (C5) and *being intelligent and creative* (C10) at 93.2% match level. In fact, the constructs *being intelligent and creative* (C10) and *able to make himself/herself and his/her surrounding happy* (C13) were rank ordered as two of her most important constructs. Drawing on these associations above, Teacher 6 perceives that a teacher who is unable

to make himself/herself and his/her surrounding happy, is not an effective teacher. Moreover, an effective teacher should be very intelligent and creative; he/she should know when and how to be strict, and uses empathy if necessary. For Teacher 6, encouraging responsibility among students is another essential feature of an effective teacher.

In the second main cluster, we see that there are nine constructs which are highly matched to each other (see Figure 4.17). The constructs *always being sincere* (C15) and *being cheerful and encourages SS to be cheerful* (C12) are associated at 100% match level. The second highly linked constructs within this cluster, are *being honest and trustful* (C9), *not being prejudiced* (C15), and *being understanding and full of love* (C7) and *has a good sense of humo* (C1) at 97.7% match level.

The constructs *treats his/her SS* (C4), *being self-confident* (C11) and *acts humanely* (C10) are linked to the other constructs within the cluster at 95.5% match level. In fact, the constructs *being understanding and full of love* (C7) and *having good content knowledge* (C8) were ranked ordered as two of her 5 most important constructs. Thus, we may assume that Teacher 6 believes an effective teacher regarding his personal and professional values must possess many features as mentioned above.

The two isolated constructs, *appropriate close relation* (C2) and *having good content knowledge* (C8) are linked to the two main clusters at a lower level (C2 at 86.4% match level; C8 at 84.1% match level). We may assume that Teacher 6 sees these two constructs as a prerequisite for the other constructs.

- **Element Cluster**

Teacher 6's element cluster at the end of the study, consists of three main clusters and reveals a clear understanding of the features of separate teacher groups (effective, typical, ineffective) (see Figure 4.17)i

When we look at the first element cluster, we see that Teacher 6 perceives e2 and ideal teacher identical at 100% match level. Similarly, e1 is seen as identical to her self at 100% match level. These two sub-clusters are subordinated by e3 at 87.5% match level. Hence, we may assume that Teacher 6 has a clear view of the features of an effective teacher, but still believes that she has not accomplished her ideal teacher in

respect to two constructs (*uses empathy towards students C2* and *having good content knowledge C8*).

In her second element cluster, her typical teachers (t1, t2, and t3) are associated at 89.1% match level. Finally, her ineffective teachers i1 and ,2 are linked together at 92.2% match level, subordinated by i3 at 87.5% match level.

4.2.6.3 Changes Observed Between the Beginning and the End of the Study

Exchange Analysis

• Structure

The exchange analysis of Teacher 6's grids revealed little change. The overall construct consensus was 84.6% and the element consensus was 72.7% over 80% match level (see Figure 4.18).

Teacher 6 focus1 consensus with Teacher 6 focus2

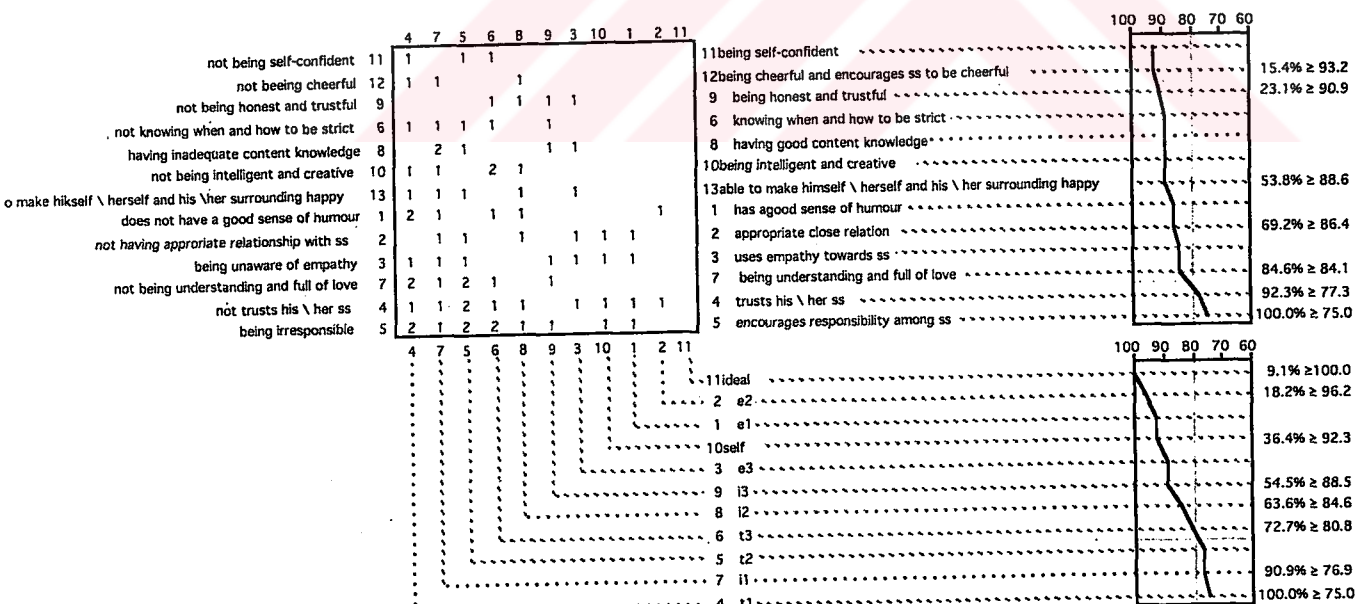


Figure 4.18 Exchange analysis of Teacher 6's FOCUSED 1 and FOCUSED 2 Grids

The exchange analysis of Teacher 6's grids reveals that two of her constructs have gone through remarkable structural change between the beginning and the end of the study (see Figure 4.18). The constructs with remarkable structural change cover, in order of level of difference from the least to the most: *trust his/her SS* (C4; 77.3%) and *encourages responsibility among SS* (C5; 75%). For example, at the beginning of the study, while the construct *treats his/her SS* (C4) was linked as a subordinated construct to the construct *has a good sense of humor* (C1), at the end of the study it is one of the main constructs within the second construct cluster. Hence, we can say that Teacher 6 viewed C1 as a complementary feature at the beginning of the study, whereas at the end of the study this construct became one of the main features possessed by effective teachers regarding their personal and professional values.

When we examine the second construct which has undergone change, we see that the construct *encourages responsibility among SS* (C5) was linked directly to the construct *appropriate close relation* (C2) (see Figure 4.16) at the beginning of the study. However, at the end of the study, C5 has become a subordinate construct to C6, C13 and C3 (see Figure 4.17). Thus, we observe a change of perception in the meaning attached to the construct *encourages responsibility among SS* (C5).

With regards to Teacher 6's element clustering, we observe that the only change occurred was related to her perception of three elements (see Figure 4.18). These elements included the following in order of the level of difference from the least to the most: t2 and i2 (76.0% match level) and t1 (75.0% match level). Thus, we assume that the experiences Teacher 6 had been involved in during the time of the study might have promoted awareness in her as to the features possessed by effective teachers.

4.3 Overall View of the Content of Personal Theories

The content analysis of the repertory grid data produced a total of 63 constructs at the beginning of the study, and 78 constructs at the end of the study (see Table 4.1). Considering the aim of the study, the content of personal theories at the end of the study

was tried to be analyzed under two broad categories. Three academicians agreed upon the construct classifications which were as follows;

- i) personal qualities of an effective teacher
- ii) professional qualities of an effective teacher

Table 4.1

The Frequency of the Participant Teachers' Construct Categories Regarding the Features of an Effective Teacher in Terms of Personal and Professional Values

CONSTRUCT CATEGORIES EMERGED FROM THE DATA	
1.	Professional Qualities of an Effective Teacher
	i) listens and guides SS ii) values not only instruction but also education iii) being tolerant but does not allow abuses iv) establishes effective rapport with SS v) motivates SS with various methods vi) encourages SS to speak with authentic materials vii) activates SS in class viii) consistent and good classroom management ix) encourages positive and critical thinking besides content knowledge x) explores and supports SS' abilities xi) being aware of SS' submodalities in teaching xii) being open to innovations in field xiii) knows SS' meta programs and teaches accordingly xiv) establishes effective rapport xv) transfers knowledge effectively xvi) knowledgeable xvii) hard-working - xviii) having good content knowledge xix) encourages responsibility among SS xx) knowing when and how to be strict xxi) appropriate close relation xxii) makes plans and applies them on time - xxiii) has good knowledge in his/her field xxiv) has a good parent-teacher relationship xxv) exchanges ideas with colleagues xxvi) keep up to date in field - xxvii) awards SS in various ways (teaching) - xxviii) able to handle all shortcomings in class
Total	28

2.	Personal Qualities of an Effective Teacher
	i) treating SS equally ii) being self-confident and acting accordingly iii) creates atmosphere based on love and respect iv) perceives SS humanly v) shows empathy to his/her SS vi) be consistent in his/her principles vii) being flexible viii) being aware of submodalities of SS ix) encourages SS' creativity x) not hurts SS physically and verbally xi) being a good model with his/her behaviors and way of speaking xii) shows empathy with a smiling face xiii) gains SS' respect xiv) makes SS feel they are valuable as human xv) being able to get into rapport xvi) not reflects personal problems in class xvii) empathize with SS - xviii) being flexible in class xix) tolerant xx) understanding xxi) motivates SS effectively xxii) open-minded - xxiii) loves his/her profession xxiv) knows himself/herself and loves his/her profession xxv) being intelligent and creative xxvi) able to make himself/herself and his/her surrounding happy - xxvii) uses empathy towards SS - xxviii) always being sincere xxix) being cheerful and encourages SS to be cheerful xxx) being honest and trustful xxxi) not being prejudiced - xxxii) being understanding and full of love - xxxiii) has good sense of humor - xxxiv) trusts his/her SS xxxv) being self-confident - xxxvi) acts humanly - xxxvii) constitutes a good model with gentle attitudes and behavior - xxxviii) being fair to all SS - xxxix) empathize with SS - xl) observes SS effectively and guides accordingly - xli) respects himself/herself and SS - xl ii) gives importance to physical appearance - xl iii) spares time for each SS individually - xl iv) creates cheerful atmosphere in class - xl v) understands SS' psychology - xl vi) being patient - xl vii) apologizes to SS if needed - xl viii) enters SS' inner world and being interested in their problems - xl ix) gives examples from his/her personal life l) encourages and participates in social activities
Total	50
Grand Total	78

Table 4.2

The Number of Constructs Regarding the Features of an Effective Teacher in Terms of Personal and Professional Values at the Beginning and End of the Study

	Number of Constructs at the Beginning of the Study	Number of Constructs at the End of the Study
TEACHER 1	10	13*
TEACHER 2	11	14*
TEACHER 3	9	14*
TEACHER 4	10	11*
TEACHER 5	10	10
TEACHER 6	13	16*
TOTAL	63	78

Note: * indicates participant teachers who added new constructs at the end of the study

As can be seen in Table 4.2, the first change of the content of personal theories is realized in the form of adding new constructs to the system. Five out of six participant teachers added new constructs to their existing system at the end of the study (see Table 4.2). We should also take into consideration that the changes observed in content were not totally in the form of adding new constructs into the whole system, but also in the form of attaching new meanings to the already formed labels (see exchange analysis). Another change worth mentioning was made in the rank-ordering of the five most important constructs (see Table 4.3). For example, five out of six participant teachers not only added new constructs to their existing system at the end of the study, but also included them among their 5 most important constructs (see Table 4.3).

The comparison of Teacher 1's high priority constructs at the beginning and end of the study reveals significant differences (see Table 4.3). Two of her constructs (C2, C1) stayed the same at the beginning and end of the study. Three of the prioritized constructs (C7, C5, C8) were changed with C4 and two new added constructs (C11, C13) at the end of the study.

The difference of Teacher 2's high priority constructs at the beginning and end of the study is also significant. Two of her constructs (C1, C10) were rank ordered as her two most important constructs both at the beginning and end of the study. Three of the constructs (C3, C6, C11) at the beginning of the study were replaced with one of her existing construct (C2) and two new added constructs (C13, C14) after the study.

Table 4.3

High Priority Constructs of Participant Teachers Regarding the Features of an Effective Teacher in Terms of his/her Personal and Professional Values

Participant Teachers	Constructs at the Beginning of the Study	Constructs at the End the Study
Teacher 1	1. treating SS equally (C2) 2. show empathy to his/her SS (C1) 3. motivates SS with various methods (C7)▼ 4. perceives SS humanly (C5)▼ 5. values not only instruction but also education (C8) ▼	1. establishes effective rapport with SS (C11)* 2. treating SS equally (C2) 3. being self-confident and acting accordingly (C4) 4. show empathy to his/her SS (C1) 5. being aware of submodalities of SS (C13)*
Teacher 2	1. makes SS feel they are valuable as human (C1) 2. encourages SS to speak with authentic materials (C3)▼ 3. gains SS' respect (C6) ▼ 4. encourages positive and critical thinking besides content knowledge (C10) 5. consistent and good classroom management (C11)▼	1. being aware of SS' submodalities (C13)* 2. makes SS feel they are valuable as human (C1) 3. being able to get into rapport (C14)* 4. activates SS in class (C2) 5. encourages positive and critical thinking besides content knowledge (C10)
Teacher 3	1. hard-working (C3) 2. knowledgeable (C5) 3. motivates SS effectively (C6) ▼ 4. transfers knowledge effectively (C9) ▼ 5. loves his/her profession (C8) ▼	1. knowledgeable (C5) 2. not reflects personal problems in class (C13)* 3. knows himself/herself and loves his/her profession (C14)* 4. establishes effective rapport (C10)* 5. hard-working (C3)
Teacher 4	1. spares time for each SS individually (C3)▼ 2. creates cheerful atmosphere in class (C4) 3. gives examples from his/her personal life (C10) ▼ 4. encourages and participates in social activities (C7)▼ 5. gives importance to physical appearance (C8)▼	1. enters SS inner world and being interested in their problems (C11)* 2. understands SS' psychology (C5) 3. apologizes to SS if needed (C9) 4. creates cheerful atmosphere in class (C4) 5. respects himself/herself and SS (C1)
Teacher 5	1. being fair to all SS (C5) 2. constitutes a good model with gentle attitudes and behaviors (C7) 3. keep up to date (C2) 4. makes plans and applies then on time (C3)▼ 5. has good knowledge in his/her field (C1)▼	1. empathize with SS (C9) 2. keep up to date (C2) 3. being fair to all SS (C5) 4. exchanges ideas with colleagues (C10) 5. constitutes a good model with gentle attitudes and behaviors (C7)
Teacher 6	1. having god content knowledge (C8) 2. knowing when and how to be strict (C6)▼ 3. being honest and trustful (C9) ▼ 4. being intelligent and creative (C10) 5. able to make himself/herself and his/her surrounding happy (C13)▼	1. being understanding and full of love (C7) 2. being intelligent and creative (C10) 3. being self-confident (C11) 4. having god content knowledge (C8) 5. acts humanely (C16)*

Note: * indicates a new construct added at the end of the study

-- indicates his priority construct which remains the same at the beginning and end of the study

▼ indicates the construct which are replaced with another construct at the end of the study

Teacher 3's high priority constructs at the beginning of the study also shows noteworthy results /see Table 4.3). As two of her constructs (C3, C5) remained the same, Teacher 3 replaced three of her constructs at the beginning of the study (C6, C9, C8) with three new added constructs (C13, C14, C10) at the end of the study.

In regards to the comparison of Teacher 4's high priority constructs at the beginning and end of the study, we see that only one construct (C4) was rank ordered as one of the most important 5 constructs in both times. Teacher 4 replaced four of her high priority constructs (C3, C10, C7, C8) at the beginning of the study with three constructs of her existing system (C5, C9, C1), and one new added construct (C11).

The comparison of Teacher 5's high priority constructs at the beginning and end of the study reveals little difference in that she kept three of her constructs (C5, C7, C2) among her most important constructs both at the beginning and end of the study. Two of the constructs (C3, C1) at the beginning of the study were replaced with her existing constructs (C10, C9) at the end of the study.

Finally, Teacher 6's high priority constructs at the beginning and end of the study reveals significant differences (see Table 4.3). She kept two of her constructs (C8, C10) among her most important constructs both at the beginning and end of the study. Three of her constructs (C6, C9, C13) were changed with two existing constructs (C7, C11) and one new added construct (C16) at the end of the study.

Drawing on the above conclusions, we may suggest that participant teachers have gone through a process of changes in the content of their personal theories regarding the features of an effective teacher in terms of his/her personal and professional values. It is also interesting to see that participant teachers construed and prioritized personal qualities of an effective teacher more than the professional qualities of an effective teacher.

4.4 Overall View of the Structure of Personal Theories

The structure of the personal theories, as identified through Exchange Grid analysis, indicates the nature of changes in the structure of personal theories held by the teachers in our study. Similarly to the changes observed in the content of personal theories (see Section 4.3), the structural changes are also considerable.

Table 4.4 presents the number of personal constructs held by each teacher both at the beginning and end of the study. Furthermore, it reveals the number of structural changes that each participant teacher has gone through. At last, the table also reflects the changes of participant teachers' perception of self as teacher and ideal teacher between the beginning and end of the study.

Table 4.4

The Structural Changes in Personal Theories Between the Beginning and the End of the Study

Teacher	Number of Constructs		Frequency of Constructs with Significant Structural Change	Self As Teacher	Ideal Teacher
	A*	B*			
1	10	13	1	92.5	100
2	11	14	1	90.9	100
3	9	14	-	80.6	100
4	10	11	8	80.6	87.5
5	10	10	4	90	100
6	13	16	2	92.3	100

Note: A* at the beginning of the study
B* at the end of the study

When we analyze Table 4.4, we see that 16 out of 63 constructs show patterns of significant change at 80% cut-off point. Moreover, Table 4.4 also illustrates that 5 out of 6 participant teachers' personal constructs show patterns of structural change, observing variations in the number.

As for the changes in the participant teachers' perception of self as teacher and ideal teacher, we see that the changes are not significant at 80% cut-off point. Similarly, the changes in participant teachers' construction of ideal teacher remain well below the significant level. With regards to this result, Ruddock (in Yumru, 1999) reminds us, "if we accept that practioners' own sense of self is deeply in their teaching, it should not be surprising to us that they find real change difficult to contemplate and accomplish" (p.208).

Another reason for the close match between self and ideal teacher could be that experienced teachers have a high self-esteem and see themselves very close to their ideal teacher.

4.5 Evaluation of the NLP Teacher Development Program

In this section, we present the analysis of the responses given to Questionnaires (I and II) and the Reflection Sheets in relation to the evaluation of the NLP-TD program. In our analysis, we also utilized some opinions expressed in the follow-up interviews and researcher's diary to support the findings. Hence, our analysis in regards to the evaluation of the NLP-TD program are summarized under the following subheadings:

- Reflections at the beginning of the NLP-TD program
- Reflections during the NLP-TD program
- Reflections at the end of the NLP-TD program (Program Evaluation)

4.5.1 Reflections at the Beginning of the NLP-TD Program

In this section, we address the responses of the participant teachers given to Questionnaire II (Questions 1, 2, 3, 8, 9).

4.5.1.1 Questionnaire I (Questions 1, 2, 3, 8, and 9)

The aim of these questions (see Appendix 9) was to elicit participant

teachers' opinions about their feelings and beliefs at the beginning of the study in relation to their profession. The answers also provided the basis for the NLP-TD program.

4.5.1.1.1 TEACHER 1

Teacher 1 indicated that she is absolutely happy to be an English teacher, and that there has been many memories which pleased her so far in her profession. She emphasized that her interaction with her students gives her this positive feeling. In regards to some memories that has disturbed her in her profession, Teacher 1 remembers some problems with the administration and with some of her colleagues. Drawing on the above points, Teacher 1 maintains the following:

I am a teacher. I like my job. When I enter the class, I'm completely a different person. I enjoy the interaction with my students. Sometimes, however, I do have some problems with a few colleagues. Actually, I try not to think about them, but I confess they keep my mind busy.

Considering her personal and professional goals for the future (see also Section 4.2.1), she only highlights a professional goal, which she believes is not easy to accomplish but trusts in herself.

Teacher 1 believes she has a good communication with herself, family, students and administration, but indicates that she has some problems with a few colleagues.

4.5.1.1.2 TEACHER 2

Teacher 2 is mostly happy to be an English teacher. She indicates that there are some negative past experiences that disturbed her in her profession, such as a very negative communication with her students when she was angry once, and a period in her life when she felt psychologically weak.

In relation to her positive feelings about her job, Teacher 2 emphasized that she has a good relationship with the students. The feeling that she is doing a good and auspicious job for her students and affecting them positively gives meaning to her professional life.

Teacher 2 has two goals for her personal life (see Section 4.2.2) and is not sure how to accomplish them yet.

Considering the communication with herself, family, students, colleagues and administration, she believes she is quite successful but indicates that there might be problems with some colleagues.

4.5.1.1.3 TEACHER 3

Teacher 3 is happy to be an English teacher. Her students' interests in the lesson and her interaction with her students in general give her positive feelings as regards to her profession. On the other hand, she indicates that her responsibilities in professional and personal lives sometimes get mixed and cause problems.

Teacher 3 believes she has a good communication with herself, students, administration and family but thinks she could develop the communication with some of her colleagues. In regards to her goals for the future, she has one personal and one professional goal (see Section 4.2.3).

4.5.1.1.4 TEACHER 4

Teacher 4 believes being a teacher is the most suitable profession for her. If she had a second chance, she would like to be a TV speaker or an actress. Her positive feelings about her profession are loving her students, experiencing life, and meeting new people/colleagues from all over the world.

In regards to memories on issues that have disturbed her so far in her profession, Teacher 4 states that she sometimes feels tired. She explained her tiredness in the following words:

Each individual student is important for me. I have to know them. But all these take time. Sometimes I feel so tired that I can't help myself shouting at them. These situations disturb me very much.

Teacher 4 has one professional goal for the future, which is to gain new techniques and approaches in her profession (see Section 4.2.4).

In general, she believes she has a good communication with herself, and surrounding but indicates she could develop her communication with herself, students and colleagues a little more.

4.5.1.1.5 TEACHER 5

Teacher 5 is happy to be an English teacher. In regards to the question what has pleased her so far in her profession, she stated that some of her students became English teachers, and this was an unbelievable feeling. On the contrary, Teacher 5 cannot forget the unkind and unfair attitudes of the school principal towards her in the first two years of her profession.

As to her goals for the future, Teacher 5 has one personal and one professional goal (see Section 4.2.5), which she hopes will come true. She believes she has a good communication with her family, students, administration, and a very good communication with her colleagues but a poor communication with herself.

4.5.1.1.6 TEACHER 6

Teacher 6 is very happy to be an English teacher. She emphasized that she not only teaches English to her students but also life in general. Teacher 6 indicates that she is right in this opinion because the students she meets after leaving the school support this view. The most disturbing point she has experienced in her profession is the unfair relationships among teachers, especially jealousy is a feeling of some of her colleagues she cannot understand.

Teacher 6 has both personal and professional goals for the future (see Section 4.2.6). She particularly believes she has the potential to achieve them. Regarding her communication with herself, family, students, and administration, she thinks she is quite successful. However, she indicates that communication problems may arise with some of her colleagues.

Drawing on the above information, we tried to start uncovering participant teachers' implicit theories and beliefs in order to make them available for conscious review, keeping in mind that teachers best learn when they are provided with the opportunity to reflect on and test out their personal theories by means of direct personal experience (Roberts, 1998). This is especially true for experienced teachers, because they are likely to have developed theories and routines which are central to their perception of themselves as a teacher and as a person (Roberts, 1998).

Thus, with the help of these questions, we wanted to get information about participant teachers' current situation and unconsciously make them aware of the ways they are already using, which they would use later consciously. These questions also formed the basis for the NLP-TD program.

Accordingly, all of the participant teachers were happy to be an English teacher. With the help of these questions, they started to go back to their past experiences (see Chapter III, Session 5) and bring those memories to the present (either negative or positive). All of the participant teachers are familiar with goal setting both in their personal and professional life. However, during the course, they would learn how to set consciously reachable goals. Finally, with the help of the question in relation to good communication, we send messages to the participant teachers' unconscious mind about the program input in the forthcoming sessions.

4.5.2 Reflections During the NLP-TD Program

During the NLP-TD program, we aimed to elicit participant teachers' opinions about the program input through four reflection sheets (see Section 3.7.3). After every three sessions, participant teachers were provided with the general outline of the course input of the three sessions and were asked to reflect on their personal understanding and learning of the program components considering the following instructions:

1. Highlight any point(s) (if any) in the NLP-TD sessions that you have personally found significant or important, either in personal or professional sense and give your reasons.

2. How might that experience have helped you gain new insights and perspectives in your personal and professional life?
3. Have you already implemented some experiences related to NLP in your personal or professional life? If not, do you plan to do in future?

4.5.2.1 Reflections on Session 1, 2, and 3

In relation to any points participant teachers have found significant or important either in personal or professional sense in the first three sessions, they have highlighted the following while indicating their reasons:

- *To begin with, I must say that everything I have learned about NLP so far is particular significant. Especially 'rapport' is very important. As a teacher, I believe the way to a good communication goes through having a good rapport with students and colleagues.*
- *I think all of the points we have discussed so far about NLP are significant both in personal and professional sense. I think, these NLP points enable us to change ourselves in a positive way. If these points add positive thoughts to our personal life, it will also affect our professional life, or vice versa, because our personal life and professional life are related to each other.*
- *I think, 'rapport' is very important for social relationship. When I succeed it, I know I'll feel much happier.*
- *Thank you for introducing us with NLP. Maybe it is not something completely new, but I believe we have already experienced some of its benefits, and I'm sure in the following sessions we will learn more.*
- *I especially liked the idea that mind and body are interconnected. Therefore, I always prefer both in my personal and professional life to deal with any distracting problems straight away. There is no need to keep these problems inside you.*
- *We learned VACOG or in other words the importance of our senses in our pre-service education; however, now I'm looking from a different angle. I now know that everything we code in our minds is realized through our sensory system. Even if I want to accomplish a goal in future, I have to use my senses to draw a mental picture to make it come true. That's great.*

In regards to participant teachers' reflection on how the experiences in the

NLP-TD program might have helped them gain new insights and perspectives in their personal and professional life, they indicated the followings:

- *Now, I know a lot of things about 'rapport'. I've gained the ability to practice both verbal and non-verbal communication in my personal and professional life.*
- *My mind is always busy with the new knowledge I've learned during the NLP sessions. Actually, I'm experimenting with life.*
- *I feel that I'm becoming more patient and understanding. In fact, they were inside me, but this new experience helped me to take control over my senses. I'm happy to have these feelings.*
- *NLP helped me to understand and learn that I must keep something very important in my mind: "I must always accentuate the positive". I've lacked the faith and hope about the future so far. Now, NLP promises me happiness, satisfaction, and success with its techniques and strategies.*
- *I take care about my word choices, as we know 'reframing' is very important. I try to use more positive words. Actually, I consciously listen to the words people use around me (students, colleagues, family members) and sometimes reframe them.*
- *I've realized that sometimes closing your eyes and visualizing can relax you. So, from time to time, we should take our time and try to find our inner peace.*

When participant teachers were asked whether they had already implemented some experience related to NLP in their personal and professional life, or whether they planned to do in future, the following comments were stated:

- *Yes, I've started to share my feelings with the students when I feel bad and nervous. Because it's more natural and logical (congruency). When I did this, it really worked. I felt better and went on my lesson.*
- *Now, it's easier for me to change the negative words with the positive ones.*
- *Yes, I have actually started to use some of my experiences related to NLP both at school and at home. I feel I need to get more practical in using them.*
- *From now on, I'm in the field of NLP. I cannot say 'Ok I've learned everything about it thoroughly or I've succeeded to pursue its techniques and strategies in my life yet, but I've learned I can programme my thoughts and behaviors with NLP.*

- *I've started to think about my students and their representational systems, that's why I've started to use different activities to meet the needs of all my students.*
- *I've started to take care about my physical health. You know mind and body are interconnected. I need a healthy body for a healthy mind*

4.5.2.2 Reflections on Session 4, 5, and 6

In relation to any points participant teachers have found significant or important either in personal or professional sense in the sessions 4, 5, and 6, they have highlighted the following while indicating their reasons:

- *Submodalities are very important. Sometimes I need more strength and confidence. Knowing how to support your outcome is also essential and I believe it really can change /improve the quality of your life.*
- *I think metaprograms are so important. They explain us why and how a person behaves. On the other hand, if you know what his/her preferred metaprogram is , you can motivate accordingly.*
- *From now on, I won't force anybody (students, friends, family members etc.) to act in my way. I'm aware of the different filters of the brain.*
- *Being the film director of your own film. I liked this idea.*
- *There is no failure only feedback. Yes, there is no failure only feedback. You know there is no failure only feedback. So what comes next ...*
- *The map is not the territory. I believe we should be aware of the fact that people are different. Nobody should impose the other his/her own views. This is also true for the classroom setting.*
- *Self-fulfilling prophecy. I think I'll never forget this phrase. I'm repeating it sometimes silently to myself. Yes, we should always give out positive messages and believe we can do it or help other people to believe they can do it. For example, our students sometimes believe that they cannot learn a foreign language. Thus, they don't learn ...*

In regards to participant teachers' reflection on how the experiences in the NLP-TD Program (session 4, 5, and 6) might have helped them gain new insights and perspectives in their personal and professional life, they indicated the followings:

- *Having these sessions with my dear colleagues, the other English teachers, and sharing our experiences made me believe that I'll become successful.*
- *I think, I've become more flexible, and accept everybody as they are. I don't try to change them.*
- *In class, I'm more confident. I do not get angry from a negative behavior of just one student. It is unfair for the other 30 students.*
- *Personally, I think, motivation is very important. Now, I've learned we have to motivate in the right way – metaprograms.*
- *If I think my students are stupid, lazy, and can't learn anything, they won't. I've started to think more positive: The map becomes the territory.*

When participant teachers were asked whether they had already implemented some experiences related to NLP in their personal and professional life, or whether they planned to do in future, the following comments were stated:

- *Yes, I've started to use the "submodality Activity" with my son. I wanted him to describe me his mental picture and we worked on it.*
- *I do not think about my negative experiences anymore. I've made them black and white.*
- *Now, I know why I'm different from the other people I admire. My metaprograms are different. Maybe, if I work on them, I can change myself. There is no failure only feedback.*

4.5.2.3 Reflection on Session 7, 8, and 9

In relation to any points participant teachers have found significant or important either in personal or professional sense in the sessions 7, 8, and 9, they have highlighted the following while indicating their reasons:

- *In fact, I think all of the points we have learned in these sessions are very important. I especially believe 'anchoring' or 'resource anchoring' can motivate the teacher and students. As a teacher you can form some anchors in class, and you can use them while telling the subjects of your lesson. For example, when I remember something different and new, I twist my fingers, which make my students aware that I have found a new and different example to explain the subject. So, they are motivated easily to listen to me and the lesson.*

- *I clearly remember all the activities. They are all very important. I've been actively thinking of how I can use them in my life.*
- *Finding resources, was nice to learn because it helps me as a teacher to guide my students and make them believe in themselves and to increase their self-confidence.*
- *Anchors are great!!! I noticed that some of my behaviors in the class were non-conscious anchors. Some are good but I need to change some.*
- *I liked resource anchoring. It was great to spend some time to become aware of our resources we have within us. As a mother and also as a teacher, I need to do this.*
- *Perceptual Positions were wonderful to learn. The activities improved my skill of empathy.*
- *I really believe that these NLP sessions and all these things I've learned so far are going to change my way of living; both in my personal and professional life.*
- *I think, anchoring is very important. When we need psychologically strength for hard times, it's just like a medicine. When you are aware of the fact that the resources are within you, it becomes easy to take/recall them to overcome the hard times through anchoring.*
- *When I think of my communication with my family members, we sometimes have problems with my husband, mother or brother and sister. Now, I try not to create any problems. But whenever they create problems, I use the anchoring method for myself. Being patient is the key that I learned in NLP. I use some finger techniques in anchoring.*

In regards to participant teachers' reflection on how the experiences in the NLP-TD Program (session 7, 8, and 9) might have helped them gain new insights and perspectives in their personal and professional life, they indicated the followings:

- *I use anchoring also in my class and with my colleagues. I try to be myself and don't loose my temper.*
- *I've started to focus on my happy times. I've noticed that I have too many happy and successful times. Now, it's easier to get over my problems because I know I managed it many times before, which means I can manage it again and again.*

- *I don't need to think about 'bad' times of my past. (The only feeling they give us is demoralizing us). Only the positive states interest me from now on and I know I can choose them. I just need to practice and practice.*
- *I've learned that sometimes I unconsciously have created anchors both in the class and at home. Now, I'll be more careful about them.*
- *I've learned how to look at the same experience from different angles.*
- *Of course, I cannot deny that I gained a lot of new insights by the help of NLP but on the other side, I realized I've been applying some of these knowledge using my instincts before being introduced to NLP. Thank you for making me aware and define my actions.*
- *Pacing and leading. This is great!!! I've started to observe how they are used by the people around me unconsciously or consciously.*
- *Now, I have seen myself as a teacher from my students point of views. I have to confess that I sometimes would want to change my teacher.*

When participant teachers were asked whether they had already implemented some experiences related to NLP in their personal and professional life, or whether they planned to do in future, the following comments were stated:

- *Yes, I have. I'm going to continue implementing them in my personal and professional life.*
- *It was nice to notice that I've already used some of the things related to NLP, but of course unconsciously. There are also many things I haven't done before. Immediately after the sessions, I tried to implement them in my life. And they really work!!!*
- *Not yet. It takes time. But I plan to do it in future.*
- *I've got some problems with two of my colleagues. We are actually very different. They are not flexible. So, I find it difficult to compromise with them (Perceptual Position activity). But I plan to talk to them in a very patient, quiet and self-confident way. I don't plan to change them. I just want to experience myself in that way. Hey, the adjectives I underlined are the resources I need, not only for this situation but in general. I know I can do it because I have all the resources I need.*
- *I improved my understanding towards the people I communicate. I began to feel love not hate for everybody I know. I can put myself in their shoes.*

4.5.2.4 Reflections on Session 10, 11, and 12

In relation to any points participant teachers have found significant or important either in personal or professional sense in the sessions 10, 11, and 12, they have highlighted the following while indicating their reasons:

- *All of them are really significant. For instance, in session 10 “How language relates to experience”, session 11 “anchoring and positive thinking”. In positive thinking, we learned which ways we follow while we are trying to think. We agreed that there is a positive intention inside us. We mustn’t forget that negative behaviors also have actually positive intentions. We have to search for this positive intention.*
- *As a teacher, sometimes I have very bad tempered students. But when I approach them in a positive way, they sooner or later give positive responses.*
- *I really liked the Meta Model. To know how to ask the right questions at the right time and by doing this helping other people to solve their problems themselves, is really wonderful.*
- *I truly believe in positive thinking. After these sessions it is even stronger now. I also liked to see that it is possible to change negative thoughts into positive ones.*
- *In fact, all the points are connected to each other. So, it’s difficult to choose one or two of them. But for this part, I think “Life Levels” is very amazing. Because it makes you see the facts about yourself more logically. You can see how different (unique) you are in all your 5 life levels.*
- *Meta Model is great. Being aware of it, I try to be more positive because the words a person uses may lack information.*
- *In professional sense, I’m successful but in personal sense I’m not. Actually, I’m relaxed in my personal relations because I’m flexible, but there are problems in terms of my inner voices.*
- *The study of life levels was a great experience. I tried to take the steps and found out that my mission in life was really a good one. I love myself.*

In regards to participant teachers’ reflection on how the experiences in the NLP-TD Program (session 10, 11, and 12) might have helped them to gain new insights and perspectives in their personal and professional life, they indicated the followings:

- *I've begun to think positively and I'm sure that we can change negative things into positive ones.*
- *I especially believe that SPEAKING with your students is very important. So, when the message isn't send correctly, we can use the right questioning strategy to understand what that student actually means.*
- *I've started to think about my beliefs and identity (and all the other life levels of course) and I've started to see how my beliefs affect my life positively or negatively. Now, I can prefer the positive ones by thinking of my other life levels at the same time.*
- *I've understood that the "spirit level" is the "key level". (It's in the center of the circles) for the study of excellence. To reach the spirit level, there have been different ways since the beginning of life. I think NLP is the newest and the easiest way to be able to teach how to achieve it. I mean, the most understandable in this century.*
- *I try to control myself, be more relaxed and patient. I've started to read books on NLP and those personal development books.*
- *The presupposition "The meaning of my communication is the response I get", taught me a lot. Now, I don't say to myself "They don't understand me" instead "Ok, what other ways can I use to make myself understood?"*

When participant teachers were asked whether they had already implemented some experiences related to NLP in their personal and professional life, or whether they planed to do in future, the following comments were stated:

- *Yes, I have. I'm going to continue applying them.*
- *I've just implemented an experience personally and have seen its positive reactions. NLP enriches your awareness and opportunities to become successful. This is the art of living.*
- *NLP tries to make us aware of what actually life is, especially the underlying meaning of life.*
- *I feel I'm on the right way. I feel that my senses are important.*
- *I keep on being positive...*

4.5.3 Reflection at the End of the Study

This section presents the analysis of the responses given to Questionnaire II (see Appendix 10) with the following aims:

1. To elicit participant teachers' opinions about their feelings and beliefs at the end of the study regarding their profession. (Questions 1, 2, 3, 4, 5)
2. To elicit participant teachers' opinions about the strengths and weaknesses of the NLP-TD program. (Question 9)
3. To elicit participant teachers' views on future implications of the NLP-TD program while evaluating the NLP-TD program. (Questions 6, 7, 8)

4.5.3.1 Questionnaire II (Questions 1, 2, 3, 4, 5)

In this section, we point out each participant teacher's opinions about her feelings and beliefs in relation to her profession at the end of the study.

4.5.3.1.1 TEACHER 1

Teacher 1 indicates that she is proud of being a teacher. In regards to her positive and negative memories about her profession, she highlighted that there are not any negative memories anymore; only positive ones which are mainly related to her student- teacher interaction.

Considering her personal and professional goals for the future, she says she has now a new tool kid, which can be applied/used in any area. Teacher 1 believes that she has a good communication with anybody, even when she thinks about some problematic colleagues. She now thinks she can handle these relationships.

4.5.3.1.2 TEACHER 2

Teacher 2 is very happy to be an English teacher. Seeing that her students

gain the ability to speak in English, and the positive attitudes which she has been trying to teach them, makes her very happy. Besides, she indicates that having started to work for her self-development with NLP gives a satisfying feeling.

In relation to any points that has disturbed her so far in her profession, she indicates some communication problems with a few students and colleagues but adds that she has now the power to work on them.

As for future goals, Teacher 2 aims to attend other teacher development programs and she also wants to learn the advanced levels of NLP in order to find the solutions for some specific situations (both for personal and professional life). She wants to become an ideal teacher and a self-confident person in her interaction with other people. She believes rapport is essential and mentions she is on the right way. Considering the communication with her self, family, students colleagues and administration, she believes she will be perfect in future.

4.5.3.1.3 TEACHER 3

Teacher 3 is happy to be a English teacher. Her students' interest and her self-development as a teacher gives her positive feelings. The negative sides of her profession as she remembered were that from time to time she got confused from her personal and professional responsibilities. However, she added that now she is aware of how to balance her roles.

In general, Teacher 3 believes she has a good communication with her surrounding, but further indicates that she feels stronger and more qualified in hr relations.

4.5.3.1.4 TEACHER 4

Teacher 4 is happy and very proud of being an English teacher. She is aware of the difficulties of being a teacher in Turkey but tries her best to be successful. In regards to what has pleased her so far in her profession, she mentions that coming together and exchanging ideas with colleagues from all over Turkey, is a nice

experience. Teacher 4 especially highlights that she likes to affect her students with the latest developments.

In relation to her goals for the future, she has received an acceptance of a teacher training course offered by the Ministry of National Education and is very happy. She has also become a member of INGED the magazine FORUM. She indicates she has started to work on her professional development and is sure that personal development will follow. Teacher 4 believes that she can establish a good communication with anybody she wants, since she has the tools now.

4.5.3.1.5 TEACHER 5

Teacher 5 is very happy to be an English teacher. In regards to what has pleased her so far in her profession, she remembers many events. On the other hand, she does not want to remember any disturbing events in relation to her professional development.

As for her future goals, she indicates that she has to keep developing herself. Each new knowledge will open new doors, she believes.

Regarding her communication with her students, friends, colleagues and family members, she believes she has a good interaction with them. Moreover, she indicates that she has learned to control her self talk (inner voice) which helps her a lot in personal and professional life.

4.5.3.1.6 TEACHER 6

Teacher 6 is very happy to be an English teacher. She gets very pleased when her students are successful in their life, and indicates that fortunately she came across her ex-students and shared their successes.

In regards to the question what has disturbed her so far in her profession, Teacher 6 indicates that there are sometimes problems difficult to solve.

As to her goals for the future, Teacher 6 wants to get at the top of her career, She is aware that she is not bad at teaching; however, wants to become much better. Thus, she is trying to improve herself both personally and professionally, following the latest

developments. Teacher 6 definitely believes she can now communicate with anybody in a good way since it is within her control.

4.5.3.2 Summary of Questionnaire I and Questionnaire II (Qs. 1, 2, 3,4,5)

In this section, we will summarize and compare the answers to the questions of Questionnaire I at the beginning of the study and Questionnaire II at the end of the study, given by the participant teachers, and see the differences (if any) in conveying them.

Table 4.5 Summary of Questionnaire I and Questionnaire II

QUESTIONNAIRE I	QUESTIONNAIRE II
Teacher 1: - happy to be an English teacher - many positive memories mainly about SS - remembers some problems with administration and colleagues - indicates some problems in the communication with a few colleagues	- happy/proud of being a teacher - no negative memories anymore, only positive - believes can handle any communication since she has a new tool kid – NLP
Teacher 2: - mostly happy - some negative past experiences: with SS and a psychological weak period in her life. - gets positive feelings from hr SS - has two goals for future, but is not sure how to accomplish them. - believes she needs to develop the communication with some of her colleagues.	- very happy - indicates that she now has the power to work on them - gets positive feelings from hr SS - has clear goals for future - believes is on the right way to achieve perfect communication with everybody.
Teacher 3: - happy to be an English teacher - gets positive feelings from her SS and their progress - her responsibilities in personal and professional lives sometimes get mixed and cause problems - needs development in communication with some of her colleagues	- happy to be an English teacher - gets positive feelings from her SS and their progress - now aware of how to balance her roles in life. - Feels stronger and more qualified in her relationships.

Table 4.5 continued

Teacher 4: • being a teacher is the most suitable profession for her • gets positive feelings from her SS, meeting new people and exchanging ideas and believes in teacher development • indicates sometimes a feeling of tiredness • needs to develop communication with herself, SS and some colleagues.	• happy and proud of being an English teacher • being aware of current teacher development opportunities, she wants to affect her SS with the latest developments. • believes can establish good communication with anybody she wants – has a new tool kid
Teacher 5: • happy to be an English teacher • positive memories: some of her SS became English teachers • Negative memories: can not forget the unkind attitudes of the school principal in her first two years of profession • Indicates poor communication with herself	• happy to be an English teacher • remembers many positive events • does not want to remember any disturbing events • indicates that she has learned to control her inner talk
Teacher 6: • very happy to be an English teacher • not only teaches English but life in general – gives positive feelings • believes has a potential to n-become successful in personal and professional life • believes is quite successful in communication but indicates problems with some colleagues.	• very happy to be an English teacher • only indicates that there may be problems difficult to solve • wants to get to the top of her career and tries to improve herself both personally and professionally • can communicate with anybody in a good way since it is within her control

When we observe the responses of the participant teacher (see Table 4.5), we can easily see that they have implemented their new experiences of the NLP-TD program in their language. Thus, we can infer that their awareness has increased and they have taken active control over their life both personally and professionally.

4.5.4 The Strengths and Weaknesses of the NLP-TD Program

In this section, we will discuss participant teachers' opinions about the strengths and weaknesses of the NLP-TD program in general. Thus, we asked participant teachers to comment on an open-ended question related to the future implications of the new teacher development program.

1) The Strength of the NLP-TD Program

The participant teachers' identification of the strength of the NLP-TD program covered the following areas:

- i) the atmosphere created during the sessions
- ii) the procedures employed during the sessions
- iii) the materials/activities employed during the sessions

i) The Atmosphere Created During the Sessions

In relation to this area, participant teachers pointed out the following views:

- Participant teachers agreed that the atmosphere during the sessions were non-threatening, warm and motivating in order to exchange and share their experiences. They indicated that even though they came together at the end of a working day, they forgot about their tiredness and were able to start the sessions in a fresh way (relaxation activities). Participant teachers also stated that they did not understand how the time passed.
- Participant teachers liked the positive attitude of the program provider (researcher). They felt as if the researcher was one of them; thus, it was easier for them to share their feelings. They were also fond of the fruitful and constructive feedback, and enthusiastic attitudes of the program provider.

ii) The Procedures Employed During the Sessions

Within this category, participant teachers came up with the following points:

- Participant teachers mentioned that the sessions were well-planned and there were no problems with the transition of the activities.
- Participant teachers also liked the logical order of the activities. While sometimes theoretic information was given before its application, sometimes the order was changed for the aim of self-discovery of the participant teachers.

- Participant teachers indicated that the general revision of the previous sessions was very fruitful in order to revise and acquire the knowledge and techniques.
- Participant teachers supported the application of the activities as individual, pair, and group work. The variety made the sessions more interesting.
- Participant teachers stated that actively experiencing the NLP techniques was very effective in terms of future applications in personal and professional life.
- Whole group discussions were found very useful for exchanging ideas.

iii) The Materials/Activities Employed During the Sessions

The third area of the strength of the NLP-TD program was related to materials/activities used during the sessions. Accordingly, participant teachers highlighted the followings:

- Participant teachers especially liked the “relaxation” and “guided fantasy” activities because with the help of these starters, they were able to forget about their daily stress and refresh their emotional state. Thus, they got ready for the session input.
- The “inspirational thoughts”, which were sometimes individual sentences or short stories to provoke thoughts on the related messages, were also found to be effective.
- Participant teachers liked to be handed out written materials for future readings. They were happy about keeping a file for both theoretical information and practical applications.
- Participant teachers stated that the balance between the activities were very good.
- Extra materials to be read in their own time were also welcomed.

2) The Weaknesses of the NLP-TD Program

In relation to the weaknesses of the NLP-TD program participant teachers cited only a few points:

- One participant teacher indicated that the duration of the course could be extended
- Some participant teachers wanted to spend more time on certain activities.
- One participant teacher wanted to apply certain activities in her classroom

Reflecting on these comments, we understand that the participant teachers wanted to learn more about NLP. In order to accomplish this aim, future NLP-TD programs can be developed and help potential participants to work on and improve certain skills and competencies concerning different aspects of NLP, such as NLP in the classroom, etc.

4.5.5 The Evaluation of the NLP-TD Program

This section presents the views of the participant teachers regarding the following questions (see Questionnaire II);

1. Would you recommend your colleagues to attend the NLP-TD program?
2. Do you believe the NLP-TD program could be a new alternative for personal and professional development of EFL teachers?
3. If YES, why? Why or how is it different from the teacher development programs you have attended so far?

Accordingly, all six participant teachers believe that the NLP-TD program could be a new teacher development program for personal and professional development of EFL teachers and desperately would recommend their colleagues to attend such a program.

In regards to why or how the NLP-TD program is different from the teacher development programs they have attended so far, participant teachers indicated the following comments:

- This program is different because it makes you think more about yourself and your environment. It makes you become aware of the reasons for the communication problems and how to manage to solve them. You learn that you are the only person to solve the problems, just by changing your point of view and your attitudes (by practicing the techniques). Shortly, NLP enriches your awareness and it makes to gain a positive thinking attitude. As a result, NLP means developing personally and professionally. Developing personally means becoming happier, healthier, and more successful.
- This program enabled me to see the invisible side of life. It is different because it does not just give issues for teaching. Actually, it provides you with a tool kit and you can decide where and how to use. This gives you a strong feeling.
- It is related to human relationship and our profession is directly related to young people. So, the knowledge we have read in the books during our pre-service education is not real life. Of course, you have to be competent. But you need more... this more provides you NLP.
- I've been involved in this field for 13 years. Even as an experienced teacher I've realized that we still have things to learn. Thank you.
- It helps you to interact with humans, either your students or your family members or the person on the street.

Drawing on these conclusions, we see that participant teachers perceived the NLP-TD program different from not only previous INSET programs they attended but also their preservice education, which mainly dealt with theoretical teaching issues. However, according to the participant teachers, the NLP-TD program went beyond the teaching paradigm. That is, NLP tries to help people become more self aware, to understand more about how they think and how other people think differently. NLP is the exploration of how each individual experiences their unique set of pattern. With NLP, participant teachers identified which patterns resourced and served them. Then, they learned that they can choose to ass new patterns to their behavior and be more

productive in their situations they want to have high performance. Participant teachers also cited that NLP develops the communication between people either in personal or professional sense.



CHAPTER 5

CONCLUSION

5.1 Introduction

The motivation for this study emerged initially from looking at teacher development from a more humanistic point of view, that is taking the teacher 'as a whole', especially as an individual who grows and develops over their life span. This period includes the close link between personal and professional development. Thus, we aimed to design a new teacher development program which might support both personal and professional development.

In this sense, Neuro Linguistic Programming (NLP) seemed to be promising to enable teachers to develop a system to support themselves in coping with problems related to their personal and professional life.

Accordingly we aimed to achieve two goals simultaneously:

1. To investigate the effects of NLP techniques on the personal and professional development of EFL teachers.
2. Based on the participant teachers' reflection, to suggest a framework for an alternative teacher development program focusing not only on professional development but also on personal development.

Hence, the major research questions that guided this study includes:

1. What have EFL teachers gained from the teacher development programs they have participated so far?
2. Could NLP techniques be implemented in designing a new teacher development program in line with the reactions of the participating EFL teachers?
3. How would this alternative NLP- teacher development program affect EFL teachers' constructs regarding their perceptions of an effective teacher?

In order to achieve these aims, and find the answers to the research questions, we firstly searched into participant teachers' previous experiences of teacher development programs while highlighting the current situation of Turkey regarding inservice teacher education (INSET). Next, we surveyed related research of studies in teacher development, personal and professional theories, teacher change, humanistic approaches to teacher development, constructivism and social constructivism. Based on our understanding of those areas in the literature, we designed a teacher development program implementing NLP techniques in line with the reactions of the participant teachers. The NLP-TD program was developed independently by the researcher, that is the activities were either gathered from different sources or prepared by the researcher herself for the purpose of this study in the light of the relevant information gained through the review of literature.

In order to see the impact of the NLP-TD program we observed the changes in the structure and content of participant teachers' personal theories regarding an effective teacher in terms of his/her personal and professional values at the beginning and end of the study. We also searched into the nature of participant teachers' construction of self as teacher and ideal teacher regarding the features of an effective teacher both personally and professionally.

Finally, participant teachers' reflections regarding their experience of the NLP-TD program were obtained to illuminate the teacher educators for future implementation of this program.

5.2 Findings and Implications

In this section, we refer to the research questions while presenting the general findings of the study and their implications for personal and professional development.

Research Question 1: What have EFL teachers gained from the teacher development programs they have participated so far?

According to the findings obtained from the data, five out of the six participant teachers (the teaching experience ranged between 7-17 years) attended only one inservice training program which was offered by a university, and one participant

teacher indicated that she had not attended any INSET programs until this study. Moreover, only one participant teacher said that she frequently tried to participate in seminars whenever possible.

It is noteworthy that all participant teachers stated that the teacher development opportunities in Turkey are very limited in general. Thus, we agreed that available teacher development activities in Turkey such as the few occasional inservice training offered by the Ministry of National Education and the workshops and seminars offered by private institutions are still very restricted (Koç, 1990, Tütüniş, 1993, Çakır, 1996).

Participant teachers also noted that the limited teacher development options are not suitable for their needs and interests, and are not in reachable destinations. Parallel to this view, Koç (1990) claims that the organizational structure of the present Department of Inservice Training is not appropriate for offering and maintaining a large variety of courses.

Drawing on these, we were aware that any teacher development work must start with an awareness and understanding of the prevailing local conditions which actually shape and constrain the type of support possible (Matthew, cited in Jordan, 1983). Accordingly, considering the nature of the problem that teacher development options are limited in Adana, we suggested a school-university collaboration for the personal and professional development of EFL teachers (Çakır, 1996).

It is further important to highlight that participant teachers tried to develop themselves on personal basis (watching TV in English, reading articles, following the latest books in the field etc.). In fact, they relied only on their inner resources which may sometimes not be enough. There may be gaps in a teacher's knowledge and experience; thus, we cannot take tacit personal knowing as a ground basis for personal choice for teacher development (Roberts, 1998). Accordingly, exchanging or sharing ideas, and getting or giving feedback even on informal basis is essential for teacher development.

Research Question 2: Could NLP techniques be implemented in designing a new teacher development program in line with the reactions of the participating EFL teachers?

The purpose of this research question was to find out whether the designed NLP-TD program was perceived to be effective and useful for the personal and professional development of EFL teachers. Moreover, we aimed to explore participant teachers' views regarding the difference of the NLP-TD program from other teacher development programs.

Findings of this study indicated overwhelming positive responses to the implementation of NLP techniques in teacher development programs. Almost every NLP technique or intervention in the NLP-TD program received positive response.

Participant teachers indicated that the NLP-TD program was different mainly because it combined personal and professional development. Actually, NLP deals with the subjective experience of people. Subjective experience is the way we think about our values and beliefs, and how we create our emotional states, which are the key terms to experiential learning. By means of NLP techniques we can recall/create experiences that are linked with beliefs, and create emotional states. Our beliefs and emotional states generate our behavior (O'Connor and Seymour, 1994). Thus, participant teachers discovered how they could create their subjective world through the NLP-TD program. Moreover they decided for themselves in which area to apply these patterns, techniques, and processes that is either in personal and/or professional life.

Drawing on these, we can say that the NLP-TD program was successful in that it aimed to help participant teachers to understand themselves and then others; and to produce new, more effective ways to

- set goals
- establish and/or increase self awareness
- create your own desired self-image
- develop communication and relationship skills
- create ideal relationships
- improve interpersonal skills while understanding other people (students, colleagues, administrators, family members...)

Another striking conclusion was that most participant teachers indicated that Some input of the NLP-TD program was not new, but they found it challenging to realize that they already possessed that knowledge. Actually, participant teachers got for the first time feedback for their unconscious competence. According, we think in line

with Freeman (1989), “change does not mean doing something differently, it can mean a change in awareness”.

Research Question 3: How would this alternative NLP-TD program affect EFL teachers’ constructs regarding their perceptions of an effective teacher?

Our repertory grid data obtained from six EFL teachers from secondary schools in Adana/Turkey suggest that teachers’ personal theories are complex and idiosyncratic; in addition they are hierarchically and thematically organized. Our findings regarding this research question are firstly consistent with Kelly’s philosophy. As Kelly (1955, p.53) puts it, “each individual creates his or her own ways of seeing the world in which he lives... the world does not create for them for him: s/he builds constructs and tries them on for size; the constructs which are sometimes organized into systems, group of constructs which embody subordinate and superordinate relationships.” Furthermore, our findings regarding the complexity and idiosyncratic nature, and their being both hierarchical and thematically organized in each individual’s construct system are in accordance with the studies which focus on personal theories (Roberts, 1998; Sendan, 1995; Yumru, 2000).

The repertory grid data findings of this study suggests that teachers (learners) personal theories display change both in content and structure, which is consistent with previous studies (Diamond, 1991; Sendan, 1995; Zuber-Skerritt, 1998; Yumru, 2000). The changes in teachers’ theories at the beginning and end of the study were significant both in content and structure of personal theories.

As for the change in content of the participant teachers’ personal theories, almost all participant teachers added new constructs to their existing repertoire of construct system at the end of the study. These additional constructs were mainly related to the NLP-TD program, which imply that the intervention has an impact on teachers’ personal and professional theories regarding the personal and professional features of an effective teacher.

In regards to the changes in structure of personal theories, our findings suggest that these changes are also remarkable (5 out of 6 participant teachers’ exchange grid analysis revealed significant structural change in their personal theories. Accordingly, we can observe some degrees of variation across individual teachers. For example, while only 1 of the 10 constructs changed in one participant teacher’s grid (Teacher 1,

see Table 4.4), 8 out of 10 constructs changed in another teacher's grid (Teacher 4, see Table 4.4). These structural changes were in form of elaboration, restructuring, and clarification of existing construct system by means of loosening and tightening of construct associations in the whole construct system (Sendan, 1995).

Considering participant teachers' construction of self as teacher and ideal teacher, our findings yield no significant change. Almost all participant teachers construed themselves very similar to their effective and ideal teacher(s) both at the beginning and end of the study. Thus, we can infer that these influential teachers seem to act as stable role models for the participant teachers. Though not significant, slight changes in the teachers' perception of themselves especially at the end of the study, were of great importance since these changes revealed the development /change needs of the related constructs. For example, Teacher 1 believes she needs further development in six constructs to become similar to her effective and ideal teachers. These constructs are *show empathy to his/her SS, be consistent in his/her principles, establishes effective rapport with SS, being flexible, being aware of submodalities of SS, and motivates SS with various techniques* (see Figure 4.2).

Teacher 2 indicates that she has to develop herself in three constructs, which are *being able to get into rapport, being aware of SS submodalities, and being open to innovations in the field* (see Figure 4.6).

As for Teacher 3 (see Figure 4.8), we can see that she believes she needs to show progress in all her constructs to become identical with her effective and ideal teachers.

Referring to Teacher 4, we observe her indicating a need for development in seven of her constructs (see Figure 4.11). Teacher 5 (see Figure 4.14) perceives her self almost identical with her effective and ideal teachers. She believes she needs development in only one construct, which is *entering class well-prepared*.

Finally, Teacher 6 thinks she needs further development in two of her constructs (see Figure 4.17). Accordingly, she needs to work on *using empathy towards SS* and *having good content knowledge*.

To sum up, all of the participant teachers are open to development/change. They still believe, even as experienced teachers, that there are areas in which they have to develop themselves.

5.3 General Implication of the Study

In this section, we will present general implication of the study;

- For professional growth to occur, prior beliefs and images must be modified and reconstructed (Kagan, 1992, p.140). In accordance, the present study aimed to elicit teachers' personal theories in regards to the features of an effective teacher in terms of his/her personal and professional values, taking into consideration that personal theories are dynamic and subject to gradual change or reformulation in the face of invalidation through replications of past events and experiences (Kelly, 1955). Hence, with the NLP-TD program we were able to achieve change in teachers' personal theories.
- Repertory grid data and follow-up interviews of the participant teachers of the present study revealed that teachers differ from each other in the way they construe the features of an effective teacher regarding his/her personal and professional values. Thus, there is a need to "uncover teachers' implicit theories and beliefs in order to make them available for conscious review" (Roberts, 1998, p.26). INSET providers have to uncover participant teachers' implicit theories and beliefs in order to design effective teacher development programs. Accordingly, when we consider the total constructs of the participant teachers regarding the features of an effective teacher in terms of his/her personal and professional values in this study, we see that they construed more constructs in relation to personal qualities (50 constructs) than constructs in relation to professional qualities of a teacher (28 constructs). Thus, we believe that no INSET program can be successful, if it focuses only on the professional aspect when the teachers' personal theories reveal the contrast.
- Since the participant teachers in the NLP-TD program were rather experienced teachers (their teaching experiences ranged between 7-17 years), we held a constructivist view which suggests teachers' filling out the training interventions, or interpreting input according to their perceptions and beliefs about learning/teaching as they try to assimilate them into their existing personal theories and prior experience (Roberts, 1998). Drawing on these and the above mentioned points, this study suggests that NLP techniques can enable INSET

providers to make their participant teachers aware of their tacit personal and professional theories.

- Constructivism explains how personal change comes about. It tries to help us understand why people learn different things in different ways even when the program input is the same (Williams and Burden, 1997). Accordingly, in the NLP-TD program, we did not try to control participant teachers' progress. In fact, we respected subjective experience and tried to achieve/trigger personal change within their own control.
- In the present study, we noticed that teachers are alert in personal constructions of not only life events in general but also professional roles. With NLP, we frequently asked the teachers to participate in exercises that would involve them in thinking back over their life experiences and recall them to elicit particular incidents and experiences which influenced their personal and professional theories. Discussions during the NLP-TD program usually started with professional issues but ended up with personal concerns. Thus, we can say, we used the professional platform both for professional development and for personal development with the hope to help teachers create a system of self-support.
- Since in teacher development it is essential to take into account the whole person: their personal history, emotional and interpersonal world (Roberts, 1998), NLP is essential for INSET providers (trainers) in two ways; first, NLP can help the provider to understand his/her trainees' world and establish an atmosphere accordingly. Second, the provider's idea of what learning is, and how it happens, can have a strong influence on the design and presentation of the course (O'Connor and Seymour, 1994). Hence, as a provider, knowing NLP and its underlying principles can bring a challenge in the field of teacher development. The provider (researcher) in this study was aware of the contributions of NLP not only for the design of the NLP-TD program but also during implementation of the program.
- NLP is the exploration of HOW each individual experiences their own unique set of pattern. With NLP, we can identify which patterns resource and serve us. Then, we can choose to add new patterns to our behavior and be more productive in these situations where we have under performed in the past. If we

understand how we are the way we are, we can create choice about how we would like to be in the future <http://www.devco.demon.co.uk/NLPdesign.html>.

In the present study, participant teachers reflected in the same line. They indicated that they were checking their resources and identified the useful ones according to the situation, and tried to apply them.

- Even though some may suggest that NLP lacks scientific base upon which to lay its foundations, NLP recognize many of the theories and hypothesis which are frequently referenced in cognitive and psycholinguistic studies (Harris, 2002). We believe that the more important aspect is that, NLP is not difficult to comprehend and practical to apply. Many of the NLP techniques can easily be transmitted to personal and professional development. A well known NLP saying is: If it works, use it; if not, try something else.

Another criticism of NLP from the scientific point of view was the measurement dilemma. With the use of the repertory grid technique in the present study, we aimed to reflect the changes of participant teachers' personal and professional theories after the implementation of NLP techniques.

Accordingly, the assessment of the effect of the NLP-TD program can be interpreted in terms of change.

- Teacher growth has to be viewed in terms of internal processes of self-fulfillment and self-actualization of personal values, not merely in terms of environmental factors or cognitive capacities of skills and knowledge training (Mok, 2002) Thus, the more personal side of teacher change and development is the self-actualization of personal values and the self-fulfillment of the teacher. In Maslow's (1968) words, "self-actualization is not for fulfilling deficiencies. Self-actualization is for enlarging and enriching oneself". NLP aims to enrich an person's alternatives, hence it can enrich a teacher's alternatives.
- Teachers do not appreciate imposed change. In the NLP-TD program we were more interested in the change the participant teachers desired area either personal or professional. However, we were aware that change in one aspect will lead to change in the other, as Hargreaves (1988, in Fullan and Hargreaves, 1992, p. 38) pointed out "changing the teacher involves changing the person...(and therefore) changing life".

- Professional development is preliminary a matter of personal development which enables a person to cope with new tasks, establish a good relationship with student and colleagues, notice important issues etc. Part of this development is the acquisition of specific skills, knowledge and understanding of classroom and management. (Dean, 1991)
- One of the most important teacher development options is to inform teachers about life-long learning and how to grow through collaboration with colleagues, and to give guidelines to survive and flourish his/her own personal and professional development (Perren, 2000). The NLP-TD program tried to help participant to establish an understanding of how to apply life-long learning.
- Partnerships between universities and schools play an important role for successful models of life-long learning of teachers (Day, 1998). We definitely agree with this idea and hope that the NLP-TD program in terms of school-university collaboration will be a good example and solution for the current INSET problems in Turkey.
- “Awareness may be immediate, or it may be delayed, occurring sometime later when something or someone triggers it”. (Freeman, 1989, p. 34). This study hopes to help teachers notice the triggers around them.

5.4 Implications of the Study for Further Research

This study hopes to stimulate further investigation and improvement in designing effective teacher development programs for personal and professional development. Further areas of enquiry might include the following:

- The findings and conclusions are valid only to this study. Therefore, other researchers can investigate whether these grounded theories are valid in other contexts.
- This study was conducted with experienced EFL teachers. The same study can also be applied to inexperienced teachers and students to see its impact accordingly.

- This study's concern was not taking the program input to the classroom level. However, other researchers can conduct studies to explore program input and applications in the classroom through observation.
- Another enquiry might be a search into the construct system of the same participant teachers to observe any changes in the structure and content of his/her personal theories after a period of time.



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Appendix 1

NLP SYLLABUS

- What is NLP? - Background of NLP - Where does it come from? - Four Pillars of NLP 1.OUTCOME 2.RAPPORT 3.SENSORY ACUITY 4.FLEXIBILITY - Timeline - NLP Presupposition: Mind and body are interconnected. - Representational System VAKOG - Drawing exercise	2. - NLP Presupposition: 2. Communication is verbal as well as non-verbal. - Rapport: The key to communication -match the modality -physical mirroring - match the voice -match the breathing -match the size of the pieces of information -match common experience - Outcome setting - Calibrating	3. - Representational System - Accentuate the positive - Reframing: changing words changing minds
- Submodalities: Exploring your imagination Can you bring a picture of the time you felt very happy? Can you now bring a picture of the time you felt unhappy? Messages: - You can't change what has happened. - You can change how you think and feel about it. - You can change the qualities of your mind pictures; the sounds and feelings which constitute your experience. - You can change these representatives to support your outcome	5. * Changing submodalities is a matter of personal experiences, difficult to convey in words. * You can be director of your own mental film and decide how you want to think. * Like TV, the brain shows a lot of repeats, many of which are old and not very good films. You don't have to watch them!! 😊 - NLP Presupposition: 3. The map is not the territory 4. The map becomes the territory 5. There is no failure only feedback	6. - Metaprograms: Why we do what we do 9. proactive – reactive 10. Internal – external 11. Options – procedures 12. Towards or away from 13. Sameness or difference 14. Attention direction 15. Style (independent/ co-operative) 16. General - specific
NLP Presupposition The resources we need are within us Finding resources Roles we have in our life Activity 1. JOB application Activity 2. SNAKE lifeline What are ANCHORS ? Classroom Anchors	8. ANCHORING We have to begin to explore how we can use anchors creatively as a way of enriching your day to day living and as a way of making your involvement with others a rewarding experience. 5. Listening to Nil Gün cassette 6. Resource anchoring 7. Anchoring: recapturing good moments 8. Kanyak eksersizi	9. 1.Perceptual Positions: John Smith/ BABY Why are they important? a. it enables you to think more flexible and creatively b. improves your understanding of other people c. provides an opportunity to stand back and consider issues dispassionately d. help you appreciate the influence of your behaviour on others, and the influence of their behaviour on you 2.Pacing & Leading (activity) 3.Meta Mirror (chair activity)
10. 1.Relaxation activity: sea 5. NLP Anchoring “çok kaynaklı çapa ekdersizi” Nil Gün kaset 6. How Language relates to experience (handout) 7. Meta Model 8. Precision Model NLP Presupposition The meaning of my communication is the response I get	11. 1. Daily inspirational thought 2. Positive thinking * type of thoughts * effects of negative thinking * methods to change thinking * negative thoughts into positive thoughts * What is an attitude? - NLP Presupposition: 8.All behaviour has a positive intention 3.Flexibility	12. 1. NLP SUMMARY 2. NLP Presupposition summary 3. Modelling: The study of excellence 4. Life Levels: Line up your life - environment - behaviour - ability - belief - identity - spirit 5. Task for summer (NLP in 21 days)

Appendix 2

NLP SYLLABUS

SESSION 1: - What is NLP? - definition - background - application - Pillars of NLP - Outcome - Rapport - Sensory Acuity - Flexibility - NLP Presupposition - Mini Timeline Activity - NLP Presupposition: <i>Mind and Body are interconnected.</i> <u>Activity 1:</u> visualization <u>Activity 2:</u> observing your partner - Representational System (VAKOG) <u>Activity 1:</u> Discovering senses <u>Activity 2:</u> Drawing exercise	SESSION 2: - Importance of Communication - NLP Presupposition: <i>Communication is Verbal as well as Non-verbal.</i> - Rapport - Pacing & Leading - Congruency <u>Activity 1:</u> Acting out emotional states - NLP Presupposition: <i>Rapport is the Key for Successful Communication</i> - STORY - Outcome Setting - Present State - Desired State <u>Activity 1:</u> Achieving Aims	SESSION 3: - Guided Fantasy - Stress Management - Stress Busters - Importance of Language - Deep structure and surface structure - Accentuating the positive - Reframing <u>Activity 1:</u> reframing words & sentences * Providing activities for outcome setting in class
SESSION 4: - Summary of 1-3 sessions - Submodalities <u>Activity 1:</u> Discovering past experiences <u>Activity 2:</u> Positive past experiences Negative past experiences - Importance of Submodalities - Messages drawn	SESSION 5: - Inspirational thought - Submodalities review <u>Activity 1:</u> Movie Music, changing unpleasant memories into pleasant ones. - NLP Presupposition: (a) <i>The Map is not the Territory.</i> (b) <i>The Map becomes the Territory.</i> (c) <i>There is no Failure only Feedback.</i> - Assignment: observing your surrounding	SESSION 6: - Relaxation Activity - What are metaprograms? - text in Turkish & English <u>Activity 1:</u> explaining a pair of metaprogram to colleagues - Motivation & Metaprograms *Activities in relation to metaprograms to be used in class.
SESSION 7: - Inspirational Thought - NLP Presupposition: <i>The Resources we need are within us.</i> - Teachers' becoming aware of their own resources. <u>Activity 1:</u> Job Application <u>Activity 2:</u> Snake - Anchoring (brief intro): transferring resourceful states	SESSION 8: - Listening activity: ANCHORING (in Turkish) - Types of Anchors: - kinesthetic - auditory - visual - Importance & features of anchors <u>Activity 1:</u> experiencing a kinesthetic anchor with the help of the provider	SESSION 9: - Relaxation Activity - STORY - Perceptual Positions: looking from different standpoints 1st Position 2nd Position 3rd Position - Meta Mirror Technique: exploring relationships <u>Activity 1:</u> experiencing the same event from different perspectives <u>Activity 2:</u> re-experiencing and acting out a relationship using pacing & leading
SESSION 10: - Relaxation Activity - Summarizing the importance of perceptual positions - How language & experience relates to each other (Cartoon) - SURFACE Structure: - generalization - distortion - deletion - DEEP Structure - Changing the language can change our thinking. - Meta Model - NLP Presupposition: <i>The Meaning of my Communication is the Response I Get.</i>	SESSION 11: - Inspirational Thought - Negative thoughts about Self & Others (Cartoon) - Changing negative thinking into positive thinking. - Importance of positive attitude. - NLP Presupposition: <i>All Behavior has a Positive Intention.</i> - Simple techniques for disruptive behaviors in classroom through reframing. - Importance of Flexibility.	SESSION 12: - Summarizing main points of NLP. - Summary of NLP - Presuppositions: choose the 3 striking for you. - Modelling (in brief) - Life – Levels - Environment - Behavior - Ability - Belief - Identity - Spirit <u>Activity 1:</u> walking through life-levels * General Feedback for personal and professional applications of NLP techniques. * SUMMER TASK

Appendix 3
Attended Courses and Certificates

Pilgrims™
English Language Courses

This is to certify that

Emine Cakir Surmeli

has participated in a
Neuro-Linguistic Programming Course – Module 1
held in Fethiye, Turkey
from 9th to 14th July 2001

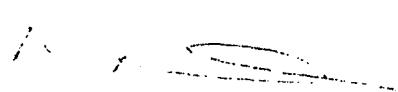
On this course we have covered:

- Sensory Acuity
- Behavioural Flexibility
- Outcome Orientation
- Rapport Building

It also covered practical activities inspired by NLP for use in English Language Teaching.

Hours: 36

The course trainer was Judith Baker


Mario Rinvolucris
Course Director

PILGRIMS LTD. PILGRIMS HOUSE, ORCHARD STREET, CANTERBURY, KENT CT2 8BF ENGLAND
Tel: +44 1227 762111 e-mail: sales@pilgrims.co.uk

Pilgrims

This is to certify that

Emine Çakır Sürmeli

has participated in a
Neuro-Linguistic Programming Course – Module 2
 held in Bodrum, Turkey
 from 22nd to 27th July 2002

On this course the main areas covered were:

- States and Learning States
- Anchoring – creating powerful resources for ourselves and our students
- Metamodel – using language precisely to clarify communication
- Milton Model – using language patterns to pace others' experiences
- Metaphor and Storytelling – to enhance communication and learning

The course also included practical activities developed by Judith Baker and Mario Rinvoluceri from NLP for use in English Language Teaching.

Hours: 30

The course trainer was Judith Baker

Mario Rinvoluceri
Course Organiser

INLPTA
THE INTERNATIONAL NLP TRAINERS ASSOCIATION

Hereby Certifies That

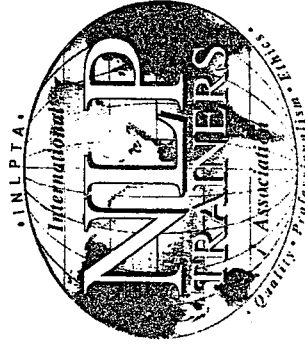
EMİNE ÇAKIR SÜRMELİ

Has successfully completed an INLPTA Practitioner Training in the Art and Science of Neuro-Linguistic Programming and has satisfactorily fulfilled all requirements as established by The International NLP Trainers Association. The holder of this certificate is recognized as having demonstrated the highest degree of competence and skill in the Practitioner Patterns of Neuro-Linguistic Programming and has achieved and surpassed all criteria and standards of excellence required to merit this certificate. The International NLP Trainers Association confers upon the holder of this certificate the right to use the title of

CERTIFIED PRACTITIONER
of the Art and Science of Neuro-Linguistic Programming

In witness thereof the following has officially decreed and affixed her signature and seal hereon.
Date of completion : 06 February 2004

Zehra AKMANIAR, NLP TRAINER



Sponsored by Adana NLP Kişisel Gelişim Eğitim Danışmanlık

Appendix 4

Official Permission from the National Ministry of Education

T.C.
ADANA VALİLİĞİ
MİLLÎ EĞİTİM MÜDÜRLÜĞÜ

SAYI :B.08.4.MEM.4.01.00.05.040/
KONU :Uygulama

23.11.2001* 47799

VALİLİK MAKAMINA
ADANA

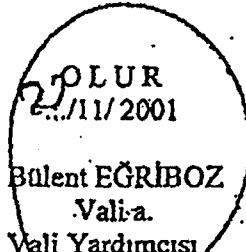
Çukurova Üniversitesi Yabancı Diller Öğretimi, Uygulama Ve Araştırma Merkezi
Müdürlüğünden alınan 12.11.2001 tarih ve 812 sayılı yazıda;

Çukurova Üniversitesi Yabancı Diller Eğitim Merkezi (YADİM)de okutman olan
Emine (ÇAKIR) SÜRMELİ, Çukurova Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği
Bölümünde doktora yapmakta olup, yurt dışında çeşitli alanlarda uygulanıp başarılı sonuçlar
alınan NLP tekniklerinin İngilizce öğretmenlerinin mesleki ve kişisel gelişimleri için yeni bir
yöntem veya uygulama olarak kullanılabilir mi sorusuna cevap bulmak için doktora tezini
İlimiz okullarında görev yapan İngilizce öğretmenleriyle bu çalışmayı yapmak istemektedir.

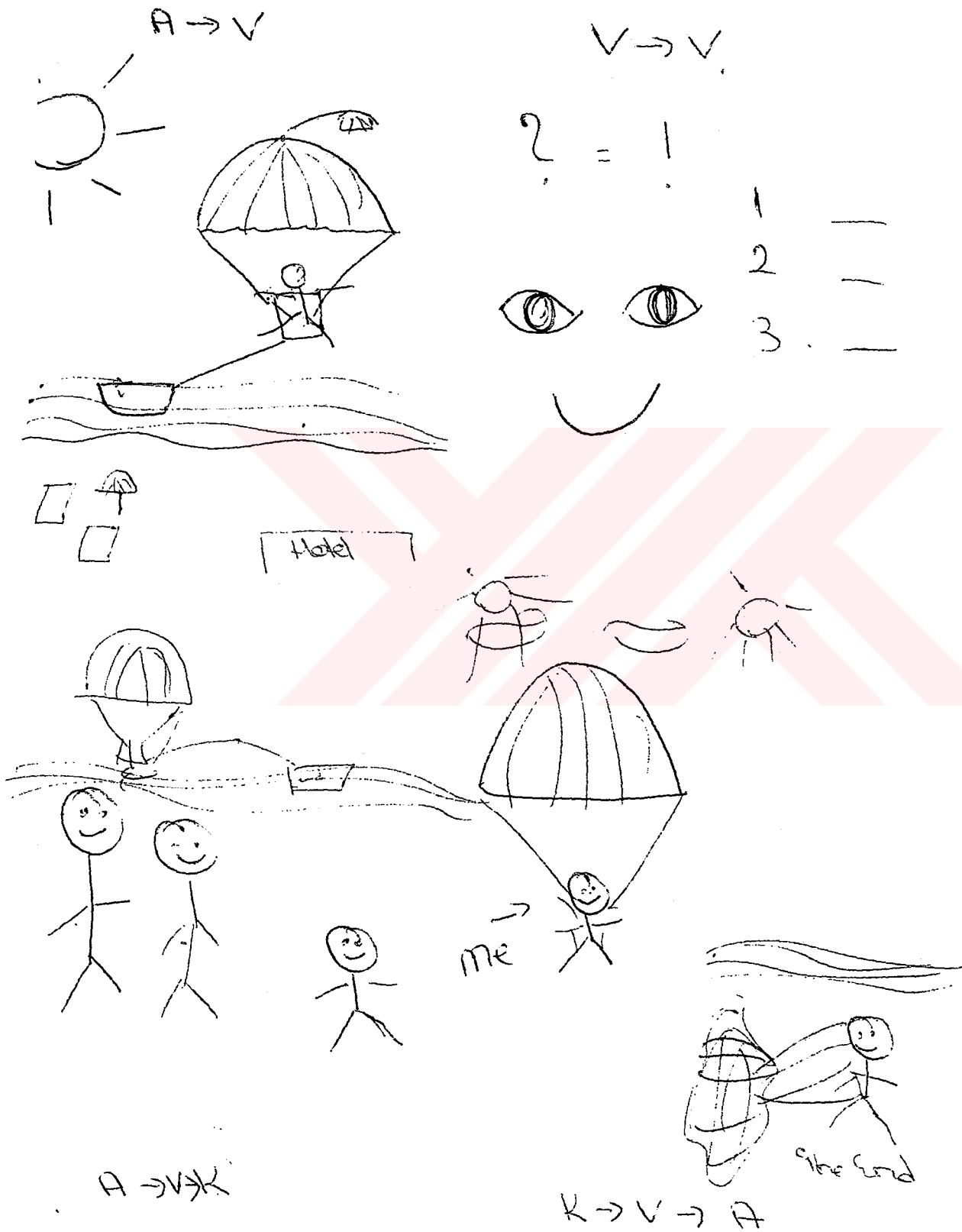
Çukurova Üniversitesi Yabancı Diller Eğitim Merkezi (YADİM)de okutman olan
Emine (ÇAKIR) SÜRMELİ'nin, NLP tekniklerinin İngilizce öğretmenlerinin mesleki ve
kişisel gelişimleri için yeni bir yöntem veya uygulama olarak kullanılabilir mi sorusuna cevap
bulmak için doktora tezini İlimiz okullarında görev yapan İngilizce öğretmenleriyle bu
çalışmayı Eğitim-Öğretim aksatılmadan yapması Müdürlüğümüzce sakıncalı
görülmemektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.


Duran TETİK
İl Milli Eğitim Müdür V.


OLUR
23/11/2001
Bülent EĞRİBOZ
Vali-a.
Vali Yardımcısı

Appendix 5
Sample VAKOG Experience



Appendix 6 Repertory Grid Form

Participant: _____ Class: _____ Date: _____ Category: _____ No.: _____

Construct No	Triads	Emergent Constructs (Similarities)	Rating Scale										Implicit Constructs (Contrasts)
			1		2		3		4		5		
			E1	E2	E3	T1	T2	T3	I1	I2	I3	Self	
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													

Rank Order: 1. 2. 3. 4. 5.

Elicitation Procedures of the Rep-Grid Form in English

Kelly's Repertory Grid (Rep-Grid)

Subject: What is an effective teacher regarding his/her personal and professional values?

- 1. Think of 9 teachers; 3 very effective, 3 average (typical) and 3 ineffective teachers.**
- 2. Put them in order of effectiveness**
- 3. Code them E1, E2, E3, T1, T2, T3, I1, I2, I3 and put them on cards. We are not interested in names. We just use them to activate our beliefs' system and trigger new thoughts.**
- 4. From these nine cards choose three randomly. (Triads)**
- 5. Find similarities among them; in other words which qualities (construct) make one teacher different from the other two. We are trying to form constructs while comparing the three teachers in terms of their effectiveness as a teacher.**
- 6. Write down your constructs as a bipolar distinction. (at least 10)**
Ex: T3, E2 - I3
Good content knowledge - does not have enoughcontent
Knowledge
- 7. After the construct elicitation, please rate each individual teacher according to the rating scale (1-5); 1 indicates that this teacher is very close to the construct on the left and 5 indicates s/he is very close to the construct on the right.**
- 8. Now, rate YOURSELF regarding an effective teacher while following the constructs.**
- 9. Then, rate your IDEAL teacher in terms of effectiveness while looking at the constructs.**
- 10. Finally, at the bottom of the Rep-Grid, there is a RANK ORDER; please choose 5 constructs you believe are the most important for you and rank them according to their importance. Indicate the construct number (construct No) in the table.**

Thank you!



Appendix 8

Elicitation Procedures of the Rep-Grid Form in Turkish

Repertory Grid Tekniğın Uygulama Şekli

Amaç: Kişisel ve mesleki açıdan etkili bir İngilizce öğretmenin sahip olması gereken özelliklerini ortaya çıkarmak.

1. 9 İngilizce öğretmeni düşünün; 3'ü mesleki ve kişisel açıdan çok etkili, 3'ü tipik, 3'ü de yeterli olmayan .
2. Bu öğretmenleri E1, E2, E3, (etkili); T1, T2, T3, (tipik) ve I1, I2, I3 (yetersiz) olarak kodlayıp küçük kartlara yazınız. Bizim için öğretmenlerin isimleri kesinlikle önemli değil o yüzden onları kodluyoruz. Bu kodlamaları sadece kafanızda kelimelere verdiğiniz anlamları ortaya çıkarmak için kullanıyoruz.
3. Bu 9 karttan üç tanesini rastgele çekiyoruz.
4. Çektiğimiz bu üç kart arasındaki benzerlik ve farklılığı ortaya çıkarıyoruz. Yani iki öğretmenin diğer bir öğretmenden mesleki ve kişisel açıdan nasıl farklı olduğunu belirtip Rep-Grid'in 'construct' özellik bölümüne yazıyoruz.
5. Bu işlemi 10 defa tekrarlıyoruz; dolayısıyla 10 özellik ortaya çıkarmış oluyoruz.
6. Şimdi Rep-grid 'in orta bölümdeki değerlendirme ölçeğini kullanarak (1-5) arasında her bir kodlamayı tek tek değerlendiriyoruz. (1-5 olarak değerlendirirken constructa yakınlığı temel alıyoruz.)
7. Sonra 'yourself' bölümünde kendinizi değerlendiriyorsunuz.
8. Şimdi 'ideal' bölümünde kafanızdaki kişisel ve mesleki açıdan ideal öğretmeni değerlendiriyoruz.
9. Son olarak Rep-Grid'in alt tarafında bulunan sıralama bölümünde, sizin oluşturduğunuz constructlardan, sizin için en önemli 5 öğretmen özelliğini önem sırasına göre sıralayınız.



Teşekkürler!!!

Appendix 9
Questionnaire I

PARTICIPANT PROFILE

Name :
Graduated from :
School(s) you work(ed) for :
Teaching experience (years) :
Subjects/activities you are interested in :

QUESTIONNAIRE I

Please, take your time and think about yourself for a while. Think about your life... Think about your profession... Now, answer the following questions as sincerely as possible.

1. Are you happy to be an English teacher?
2. What has pleased you so far in your profession?
3. What has disturbed you so far in your profession?
4. Have you attended any teacher development programs so far. If YES, please specify.
5. Did they meet your expectations?

2. Do you seek opportunities to review or develop yourself as a teacher. If YES, what do you do for your personal or/and professional life?

3. Do the available opportunities for self -development meet your expectations?

4. Do you have any personal or professional goals for the future? If YES, what are they and do you believe you can realize them?

5. Do you think you have a good communication with (your)

- a. Yourself _____
- b. Family _____
- c. Students _____
- d. Colleagues _____
- e. Administration _____

Thank You For Your Cooperation



Appendix 10
Questionnaire II

Name:

QUESTIONNAIRE II

Congratulations!!!

You have completed a 12-session NLP-TD program. You should be proud of yourself. Now, please take your time and think about yourself for a while. Think about your life... Think about your profession... Now, answer the following questions as sincerely as possible.

1. Are you happy to be an English teacher?
2. What has pleased you so far in your profession?
3. What has disturbed you so far in your profession?
4. Do you have any personal or professional goals for the future? If YES, what are they and do you believe you can realize them?
5. Do you think you have a good communication with (your)
 - a. Yourself _____
 - b. Family _____
 - c. Students _____
 - d. Colleagues _____
 - e. Administration _____
6. Would you recommend you colleagues to attend a NLP-TD program?
☐ YES ☐ NO ☐ OTHER please specify

7. Do you believe the NLP-TD program could be a new alternative for personal and professional development of EFL teachers?

☐ YES

☐ NO

☐ OTHER please specify

8. If YES, WHY? Why or how is the NLP-TD program different from the teacher development programs you have attended for far?

9. Finally, can you add your comments on the strengths and weaknesses of the NLP-TD program you have participated in?

A. Strengths

B. Weaknesses

Thank You For Your Cooperation



Appendix 11

Reflection Sheets

Name:

REFLECTION SHEET I

Aim: to review and reflect on your experiences of NLP

General Characteristics:

- Relaxation activities
- Stories
- Inspirational Thoughts
- NLP Applications

Sessions: 1, 2 and 3

<u>SESSION 1:</u> • What is NLP? - definition - background - application • Pillars of NLP - Outcome - Rapport - Sensory Acuity - Flexibility - NLP Presupposition • Mini Timeline Activity • NLP Presupposition: <i>Mind and Body are interconnected.</i> <u>Activity 1:</u> visualization <u>Activity 2:</u> observing your partner • Representational System (VAKOG) <u>Activity 1:</u> Discovering senses <u>Activity 2:</u> Drawing exercise	<u>SESSION 2:</u> • Importance of Communication • NLP Presupposition: <i>Communication is Verbal as well as Non-verbal.</i> - Rapport - Pacing & Leading - Congruency <u>Activity 1:</u> Acting out emotional states • NLP Presupposition: <i>Rapport is the Key for Successful Communication</i> • STORY • Outcome Setting - Present State - Desired State <u>Activity 1:</u> Achieving Aims	<u>SESSION 3:</u> • Guided Fantasy • Stress Management • Stress Busters • Importance of Language - Deep structure and surface structure - Accentuating the positive - Reframing <u>Activity 1:</u> reframing words & sentences * Providing activities for outcome setting in class
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Think back over what we have done so far in relation to NLP (the table above might help you) and

1. **highlight any point(s) (if any) that you have found significant or important, either in personal or professional sense, and give your reasons;**
2. **How might that experience (if any) have helped you gain new insights and perspectives in your personal and/or professional life?**
3. **Have you already implemented some experiences related to NLP in your personal and/or professional life? If not, do you plan to do so in future.**

Aim: to review and reflect on your experiences of NLP

General Characteristics:

- Relaxation activities
- Stories
- Inspirational Thoughts
- NLP Applications

Sessions: 4, 5 and 6

<u>SESSION 4:</u> • Summary of 1-3 sessions • Submodalities <u>Activity 1:</u> Discovering past experiences <u>Activity 2:</u> Positive past experiences Negative past experiences • Importance of Submodalities • Messages drawn	<u>SESSION 5:</u> • Inspirational thought • Submodalities review <u>Activity 1:</u> Movie Music, changing unpleasant memories into pleasant ones. • NLP Presupposition: (a) <i>The Map is not the Territory.</i> (b) <i>The Map becomes the Territory.</i> (c) <i>There is no Failure only Feedback.</i> • Assignment: observing your surrounding	<u>SESSION 6:</u> • Relaxation Activity • What are metaprograms? - text in Turkish & English <u>Activity 1:</u> explaining a pair of metaprogram to colleagues • Motivation & Metaprograms *Activities in relation to metaprograms to be used in class.
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Think back over what we have done so far in relation to NLP (the table above might help you) and

- 1. highlight any point(s) (if any) that you have found significant or important, either in personal or professional sense, and give your reasons;**
- 2. How might that experience (if any) have helped you gain new insights and perspectives in your personal and/or professional life?**
- 3. Have you already implemented some experiences related to NLP in your personal and/or professional life? If not, do you plan to do so in future?**

Name:

REFLECTION SHEET III

Aim: to review and reflect on your experiences of NLP

General Characteristics:

- Relaxation activities
- Stories
- Inspirational Thoughts
- NLP Applications

Sessions: 7, 8 and 9

SESSION 7: • Inspirational Thought • NLP Presupposition: <i>The Resources we need are within us.</i> • Teachers' becoming aware of their own resources. <u>Activity 1:</u> Job Application <u>Activity 2:</u> Snake • Anchoring (brief intro): transferring resourceful states	SESSION 8: • Listening activity: ANCHORING (in Turkish) • Types of Anchors: - kinesthetic - auditory - visual • Importance & features of anchors <u>Activity 1:</u> experiencing a kinesthetic anchor with the help of the provider	SESSION 9: • Relaxation Activity • STORY • Perceptual Positions: looking from different standpoints - 1st Position - 2nd Position - 3rd Position • Meta Mirror Technique: exploring relationships <u>Activity 1:</u> experiencing the same event from different perspectives <u>Activity 2:</u> re-experiencing and acting out a relationship using pacing & leading
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Think back over what we have done so far in relation to NLP (the table above might help you) and

1. highlight any point(s) (if any) that you have found significant or important, either in personal or professional sense, and give your reasons;
2. How might that experience (if any) have helped you gain new insights and perspectives in your personal and/or professional life?
3. Have you already implemented some experiences related to NLP in your personal and/or professional life? If not, do you plan to do so in future?

Aim: to review and reflect on your experiences of NLP

- Relaxation activities
- Stories
- Inspirational Thoughts
- NLP Applications

<u>SESSION 10:</u> • Relaxation Activity • Summarizing the importance of perceptual positions • How language & experience relates to each other (Cartoon) • SURFACE Structure: - generalization - distortion - deletion • DEEP Structure • Changing the language can change our thinking. • Meta Model • NLP Presupposition: <i>The Meaning of my Communication is the Response I Get.</i>	<u>SESSION 11:</u> • Inspirational Thought • Negative thoughts about Self & Others (Cartoon) • Changing negative thinking into positive thinking. • Importance of positive attitude. • NLP Presupposition: <i>All Behavior has a Positive Intention.</i> • Simple techniques for disruptive behaviors in classroom through reframing. • Importance of Flexibility.	<u>SESSION 12:</u> • Summarizing main points of NLP. • Summary of NLP Presuppositions: choose the 3 striking for you. • Modelling (in brief) • Life – Levels - Environment - Behavior - Ability - Belief - Identity - Spirit <u>Activity 1:</u> walking through life-levels * General Feedback for personal and professional applications of NLP techniques. * SUMMER TASK
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1. highlight any point(s) (if any) that you have found significant or important, either in personal or professional sense, and give your reasons;

2. How might that experience (if any) have helped you gain new insights and perspectives in your personal and/or professional life?

3. Have you already implemented some experiences related to NLP in your personal and/or professional life? If not, do you plan to do so in future?

CURRICULUM VITAE**Name & Surname: Emine Çakır Sürmeli****Date of Birth: 15. 04. 1970****Place of Birth: Freckenhorst - Germany****Address: (Work) Çukurova University YADIM 01330 Balcalı / Adana – Turkey****Institution: Foreign Languages Center, Çukurova University, Turkey****Telephone: + 90 (322) 3386084 –2921****E-mail: cakirsurmeliyahoo.com****Title: English Language Instructor****Languages: Bilingual in Turkish and German, native-like in English****ACADEMIC STUDIES**

Date	Institute	Degree
June, 2004	Çukurova University The Institute of Social Sciences	PhD
June, 1996	Bilkent University MA TEFL (Masters of Arts in Teaching English as a Foreign Language)	M.A
June, 1997	Bilkent University	MA TEFL Reunion
1995	Cambridge University	COTE (Cambridge University, Certificate for Overseas Teachers of English)
July, 1995	British Council	Classroom Methodology
1994	Cambridge University	CEELT (Cambridge Examination in English for Language Teachers)
July, 1994	Bilkent University & USIS (United States Information Service)	Oral Communication
1993	Hacettepe University	B.A In ELT

WORK EXPERIENCE (1993 to Present, at Foreign Languages Center (YADIM) of Çukurova University)

1993-2004	Instructor at Ç.Ü. YADIM - taught various skills (Reading, Writing, Listening, Speaking, Core Language, TOEFL, KPDS)
1996-1998	Materials Production Unit (MPU) Coordinator
1998- 2004	Teacher Trainer at the Staff Development Unit
1999- 2004	Instructor at the Open University B.A. ELT Department

PAPER PRESENTATIONS

Date	Paper	Institution
December, 1997	The feasibility of School-university Collaboration for teacher development of EFL teachers	Çukurova Bilfen Colleage, Adana/Turkey
May, 1998	Who has got the power in the classroom?	Adana College, Turkey
February, 1999	Developing English Teaching Practices for the next millennium (International Conference)	Eastern Mediterranean University, Northern Cyprus
October, 2000	An attempt to ease the sobering experience of new teachers (IV. International INGED-ÇU ELT Conference) Published	Çukurova University, Turkey
May, 2001	Exploring the journey on action research conducted at YADIM of Çukurova University (Second International ELT Research Conference)	Çanakkale Onsekiz Mart University, Turkey

- | | | |
|-----------------|---|--|
| March, 2001 | Designing and implementing an induction and Orientation program (Second International Conference on Contrastive Rhetoric) | The American University, Cairo, Egypt |
| September, 2001 | Mission Impossible: Uncovering trainees' and trainers' expectations regarding an effective teacher trainer (IATEFL Teachers Develop Teachers Research Conference) Published | Middle East Technical University, Ankara, Turkey |
| October, 2002 | Trendy activities for teacher development (IATEFL International Conference) | Vesprem, Hungary |
- 