

**INVESTIGATING THE IMPACT OF THINKING AND LANGUAGE PATTERNS  
ON TEACHING AND LEARNING FROM THE PERSPECTIVE OF  
NEURO-LINGUISTIC PROGRAMMING (NLP)**

*Dissertation submitted to Jawaharlal Nehru University in partial fulfilment of  
the requirements for the degree of*

**MASTER OF PHILOSOPHY**

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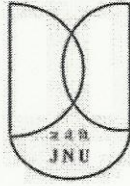
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**JAWAHARLAL NEHRU UNIVERSITY**

New Delhi 110067

2012



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**CERTIFICATE**

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### DECLARATION BY THE CANDIDATE

This thesis titled "**Investigating the Impact of Thinking and Language Patterns on Teaching and Learning from the Perspective of Neuro-Linguistic Programming (NLP)**" submitted by me for the award of the degree of **Master of Philosophy**, is an original work and has not been submitted so far in part or full, for any other degree or diploma of any University or Institution.

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I lovingly dedicate this dissertation  
to my *first and greatest teacher* ever – *my mother*,  
and  
to *my father* and *my uncle* for their constant support and encouragement  
in every phase of my life.

## ACKNOWLEDGEMENTS

My research and the writing of this dissertation would not have been completed without the support, patience and guidance of the following people. It is to them I owe my deepest gratitude.

First and foremost, I sincerely express my indebtedness to my supervisor, Prof. Pramod Pandey, who supported me with his invaluable guidance and suggestions at every stage of my research with lots of patience. The discussions with him had been a constant source of inspiration to me. His knowledge and commitment to the highest standard encouraged and motivated me to go ahead with my chosen research topic. I'm grateful to him for taking keen interest in this research work.

I'm grateful to Dr. B.V. Adkoli, Educationalist at AIIMS, New Delhi, who gave me useful guidance and provided me valuable feedback while formulating the questionnaires. Also to Dr. Manju Mehta, Department of psychiatry, AIIMS for her timely help.

My special thanks to Prof. V Sudhakar, HOD, Department of education, EFLU, Hyderabad, for permitting me to work with students at their university and for his support throughout my research at EFLU and to Dr. R.V. Anuradha, Dr. S. Nageshwara Rao, faculty at Centre for Training and Development who supported me by offering their teaching slots for my study and all the B.Ed. Students at EFLU, Hyderabad who participated with interest and enthusiasm.

I would also like to thank my cousin, Shanti Bharathi, for her support with my pilot study and Dr. N. Shedrack, principle, College of education, Dr. Lankapalli Bullayya College Visakhapatnam, for permitting me to conduct the pilot study with his students.

I would like to thank the non-teaching staff of Centre for Linguistics, SLL & CS, JNU and Centre for Training and Development, EFLU for their kind co-operation and the librarians at Delhi University Central Library, Ratan Tata Library and FORE school of management for allowing me to access the library.

Finally, I owe my heartfelt gratitude to my loving family, my brothers and sisters for their continued love and support and helping me keep my spirits high.

## ABSTRACT

Neuro-Linguistic Programming (NLP) is widely used in the field of training, business, therapy etc. It is still new in the field of education and specifically in the field of applied linguistics. There had been a number of researches (e.g. *Neuro-Linguistic applications to classroom management: reach them to teach them*, a Ph.D. thesis by Karen Dolnick in 2006, *Creating choices in education with Neuro-Linguistic Programming a graduate project*, an M.Ed. thesis by Susan M. Currier in 1993 and *The role of NLP in teachers' classroom discourse*, a paper published in ELT Journal by Radislav Millrood) that investigated the impact of NLP in education, though majority of them were conducted in the Western-European Culture. One can hardly find any research in the Indian context that focuses on the role of NLP in Education and specifically ELT. This study has been carried out to investigate the impact of NLP techniques on an individual's thinking and language patterns. The study involved introducing to the participants the various NLP principles and core concepts. In order to assess the change standardized questionnaires – personality inventories - were used before and after the NLP workshop. The results of the data collected through these questionnaires showed that there was a significant change in the participant's psychological preferences.

The first chapter introduces the background of the study, statement of problem, aim of the study, purpose, research objectives and hypothesis, research methods, instruments used, test procedures, subjects, elicitation procedures, duration of data collection, and assumptions, limitations and delimitations of the study to provide both a brief rationale and necessary background for the study. The second chapter presents review of the literature, and introduction to NLP – a brief history, its definitions, principles and core concepts. The second half of the chapter deals with NLP and its links to various humanistic approaches and popular learning theories. It also presents the wide range of NLP applications in classroom discourse. The third chapter on data analysis provides a brief introduction to personality analysis tools used for testing the psychological preferences and it has been illustrated numerically in tables and the results have been evaluated and interpreted in a descriptive way followed with a chapter on conclusion and recommendations. Appendices are included at the end of the thesis.

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## ABBREVIATIONS

A	Auditory
AIIMS	All India Institute of Medical Sciences
B.Ed.	Bachelor of Education
CLT	Communicative Language Training
E	Extraversion
EF	Extraverted Feeling
EFLU	English and Foreign Languages University
ELT	English Language Teaching
ES	Extraverted Sensing
F	Feeling
G	Gustatory
HPM	Human Potential Movement
I	Introversion
J	Judging
K	Kinaesthetic
KTS	Keirsey Temperament Sorter
MBTI	Myers-Briggs Type Indicator
N	Intuitive
NLP	Neuro-Linguistic Programming
O	Olfactory
P	Perceiving
S	Sensing
T	Thinking
V	Visual
VAK	Visual, Auditory and Kinaesthetic

## CHAPTER 1

### INTRODUCTION

This chapter focuses on the background to the study, statement of problem, aim of the study, research hypothesis, and scope and limitations of the study.

#### 1.1 Background to the study

Teaching and learning are processes that involve transformation of learner's knowledge, attitude, behaviour etc. A teacher faces the challenge of bringing in transformation in students leading them from point A – the present state – to point B – the desired state. In many cases, the distance between points A and B is different for different individuals and the path is to be chosen by teachers considering the different channels of perception of each individual. According to McGonigal (2005) students must not only acquire new skills and information, but to radically transform ones approach to thinking and learning. Joseph O'Connor (1994) says, learning can be defined as the process of acquiring knowledge, skills and abilities by studying, experiencing or being taught.

However, not all learning results in a positive outcome. It can also have a negative outcome, in a psychological sense. Let's say a person while presenting his first paper in front of an audience has a disastrous experience, and he is blamed for delivering a bad presentation, he may learn to be afraid of presentations and develop an aversion to it. Hence, in psychological sense learning includes the learning of anxieties and securities, acquisition of preferences and patterns, and aversions and passions.

Some of us develop anxieties, securities, preferences, patterns, beliefs, passions and aversions at an early stage – some patterns and beliefs that help in achieving what we want and some that limit us from achieving what we want.

Most of the time, parents and teachers emphasize what students should learn. The students are advised to concentrate, pay attention in the class, be focused, determined and hard working – mostly, they are instructed *what* to do and not *how* to do.

A teacher's role as an instructor, facilitator, motivator, inspiration and mentor plays a major role in learning. Along with that, a teacher's thinking patterns and language patterns play a vital role in a learner's understanding and forming their own patterns.

Teachers don't teach, they enable learning. Learning a second language has its own share of challenges – of understanding its grammar and pronunciation, learning new vocabulary and making it a part of every day, paying attention to what is taught, what is

heard, completing assignments etc. Teachers and parents can help students to be successful learners if they can tell them how to do what they are advised to do. They can help learners increase their motivation and decrease their anxiety by making them aware of their capabilities. To enable this kind of learning we have different methods that are communicative and humanistic in approach.

1970s marked an era of change and novelty in language teaching methodology. This was the time during which Communicative Language Teaching (CLT) came to replace Audio-lingual Approach and the Oral/Structural Approach and it was during this decade that novel methods emerged like The Silent Way, Total Physical Response and Community Language Learning. Though many of these approaches have largely disappeared, Communicative Language Teaching is still alive till date.

1970s also witnessed the emergence of Humanistic methods which reflected another dimension of focus on the learner.

The basic set of principles:

- The development of human values
- Growth of self-awareness and the understanding of others
- Sensitivity to human feelings and emotions
- Active student involvement in learning and the way learning takes place.

The off-shoots of the humanistic methods include *Community Language Learning* and the *Silent Way*. Jack C. Richards, co author of the book *Approaches and methods in language teaching*, says, "Though these approaches have largely disappeared today the humanistic philosophy is seen in more recent innovative approaches such as Neuro-Linguistic Programming and Multiple Intelligences."

This study aims at understanding the role of NLP in education and how NLP techniques impact one's thinking and language patterns that in turn affect the teaching and learning environment.

## **1.2 Statement of problem**

We all perceive the world differently. We use our conscious and unconscious knowledge to experience the world. Every individual follows certain patterns – in thinking and in using language. And the different patterns that we use to perceive the world become the criteria in how we create a map of the world. Similarly while learning, we consciously and unconsciously use our patterns to understand what is being taught.

Now as mentioned in the above section, this difference in patterns becomes the reason why the distance between point A – the present state and point B – the desired state is different for every individual.

According to Howard Gardner (1991) students possess different kinds of minds and therefore they learn, remember, perform, and understand in different ways. This reveals that students have different types of learning and hence, the primary importance lies in the teacher being able to identify these styles.

Do teachers flexibly use their thinking and language patterns to match with the student's thinking and language patterns?

As mentioned in the above section, learning a second language is not devoid of anxiety. Learners generally develop the insecurity of learning a new language and have the fear of making mistakes. They develop some beliefs about learning new language – not being able to speak like a native speaker, not confident talking in a new language, fear of uttering a wrong word etc.

As teachers, how do we handle the learner's anxieties, aversions and limiting beliefs?

Is there a method which enables teachers to help children overcome anxiety and, make them feel comfortable and confident while learning a new language?

### *Objectives*

1. To investigate the impact of Neuro-Linguistic Programming techniques on one's thinking and language patterns.
2. Identify the effect of thinking and language patterns on learning and teaching.

### **1.3 Aim of the study**

The aim of the study is to investigate the effect of NLP techniques on thinking and language patterns of participants who are undergoing preschool teacher training (B.Ed.) and also to assess the impact of these patterns on teaching and learning. To understand the role of NLP in teaching English and identify the positive effect that techniques of NLP would bring in, in the field of teaching and learning. It is to understand its links to various fields such as general semantics, transformational grammar and humanistic approach to teaching.

## 1.4 Research hypothesis

The purpose of the present research being to examine whether the intervention of NLP will affect the psychological preferences (thinking and language patterns) which in-turn effect learning and teaching, the *null hypothesis* ( $H_0$ ) is that the intervention of NLP will have no affect on individual's preferences and the *research hypothesis* is that the intervention of NLP will have an effect on the individual's preferences.

## 1.5 Data collection

### 1.5.1 Research methods

This study was conducted in order to assess the impact of the intervention of NLP on one's thinking and language patterns. In order to gather the necessary data, the researcher used the qualitative approach. The research involved introducing the participants/subjects to NLP techniques and assessing the impact of the intervention on their thinking and language patterns through observation, questionnaires and interviews.

### 1.5.2 Research instrument

To assess the impact of NLP on one's thinking and language patterns, it was important to conduct a psychological test for the individual before and after the intervention (NLP workshop). The researcher used two sets of standardized questionnaires, and two questionnaires that were designed by the researcher under the guidance of the supervisor and doctors at AIIMS.

### 1.5.3 Test procedures

The following questionnaires were administered before the NLP workshop:

Questionnaire 1: Keirsey Temperament Sorter (KTS) is a most widely used personality instrument based on Myers-Briggs Type Indicator (MBTI) and expands on the MBTI. Detailed information on MBTI personality inventory is provided in the following chapter on data analysis.

The Keirsey Temperament Sorter was created by David Keirsey, author of the best-seller *Please Understand, Me*. The questionnaire is an excerpt from the same book. It was used to test the participant's psychological preferences. It measures variables such as *extraverted vs.*

*introverted, sensing vs. intuitive, thinking vs. feeling, and judging vs. perceiving.*

Questionnaire 1a: NLP based questionnaire: This questionnaire was used to identify the thinking and language patterns of the participants before they were introduced to NLP. It measures variables such as *outcome thinking vs. problem thinking, internal reference vs. external reference, matching vs. Mismatching, and visual vs. auditory vs. kinaesthetic.*

Questionnaire 1b: MBTI based questionnaire: Myers-Briggs Type Indicator (MBTI) is a personality inventory completely based on the theories of Carl Jung. KTS was developed expanding on MBTI and this is the reason why for interpreting the data MBTI and its 16 types were used. More information is provided in the following sections.

Questionnaire 1a and 1b were designed by the researcher with guidance from an educationalist from AIIMS and got them reviewed from time to time by the supervisor.

The following questionnaires were administered after the NLP workshop:

Questionnaire 2: Second version of KTS available online at Keirse website was used in order to avoid repetition of questions. It is very much similar to the KTS extracted from *Please Understand Me* and the only difference is the questions are reframed.

Questionnaire 2a: This was designed by the researcher to collect feedback from the participants about the workshop in general.

#### **1.5.4 Subjects / Participants**

The study involved final semester students undergoing preschool teacher training (B.Ed. English) at English and Foreign Languages University (EFLU), Hyderabad. The data collected from 16 participants was used for analysis as they answered both questionnaire 1 and follow-up questionnaire 2. There were 6 female students and 10 male students in the age group of 22-28. They all belonged to different parts of India.



### **1.5.5 Elicitation procedures**

#### **Formulating the questionnaire**

Help from a psychologist and an educationalist from AIIMS, New Delhi, was taken in order to formulate a psychological test to assess the thinking preferences of the participants. The researcher had visited the educationalist for a period of three months to get help in formulating questions and to get peer review. Two questionnaires were designed, one based on the Myers-Briggs Type Indicator and the other based on Neuro-Linguistic Programming. At the end, we decided to administer a standardized psychological test which resulted in the use of different versions of KTS along with these questionnaires. These questionnaires are not used to categorize any individual but used as a tool to identify the preferences. There is no scaling and value.

### **1.5.6 Pilot Study**

Before finalizing questionnaires 1a and 1b, which were designed by the researcher, a pilot study was conducted in which 10 students participated who were undergoing teacher training (B.Ed.) final semester from Dr. Lankapalli Bullayya College, Visakhapatnam. Questionnaires 1, 1a and 1b were administered.

### **1.5.7 Duration of NLP workshop**

With the permission from the authorities of EFLU, Hyderabad, the workshop was imparted to the participants in phases, three times a week in slots of 1 hour to 2 hours for a period of 3 weeks. The total duration of the workshop was 13 hrs. The fieldwork period was from February 15, 2012 to March 5, 2012 and was a significant part of the research.

### **1.5.8 Collecting the data**

Questionnaires 1, 1a and 1b were distributed to and collected from participants at the start of their NLP training in February 2012. It was important to gauge the preferences of participants prior to the start of NLP training in order to gather information to provide the differences in their preferences at a later stage. Follow-up questionnaires 2 and 2a were distributed to and collected from them soon after the completion of NLP workshop in March 2012. Anonymity in the report was promised and respected. The data was subsequently analysed in a quantitative way.

## **1.6 Assumptions, limitations and scope**

### *Assumptions*

The first and basic assumption was that NLP is not taught to students undergoing preschool training in any educational institute in India. There is no research done on the effectiveness of NLP in the field of applied linguistics in Indian context.

There is a belief that NLP is modelling excellence and hence, enables learners to identify how they do what they do. NLP models help teachers to become a 'model of excellence' and significantly improve the teacher-student communication.

### *Limitations*

Although carefully planned, the study had its own limitations. The very first limitation being the lack of sufficient literature, i.e. though there are many books in the market on NLP, the researcher could hardly find any books on NLP and language learning. However, two books by Jane Revell and Susan Norman on NLP in ELT were quite handy. Second, the duration of data collection was limited to only 3 weeks due to the hectic schedule of the students as they were in the last semester of B.Ed. Third, more time would have given the researcher an opportunity to observe how differently every participant, who had exposure to NLP principles and core concepts, is dealing with students with different learning styles and also the challenges they are facing while teaching English as second language. Finally, though there were many participants who participated in the NLP workshop, only 19 people filled in both the questionnaires given before and after the NLP workshop. Therefore, the results cannot be generalized for the whole batch of B.Ed. students of EFLU.

### *Delimitations*

The study, which was aimed at illustrating the techniques of NLP, was carried out for students undergoing preschool teacher training at EFLU, Hyderabad. In this study the following aspects of NLP were discussed.

1. A brief history of NLP and its development
2. Various definitions and pillars of NLP
3. Principles of NLP
4. The core concepts of NLP

## CHAPTER 2

### NLP: AN INTRODUCTION

This chapter presents the literature review, a brief history of Neuro-Linguistic Programming (NLP), its definition, presuppositions, core concepts of NLP, and what makes it one of the approaches of teaching language and also its relationship with Humanistic Approach, which has had a great influence on NLP.

#### 2.1 Review of literature

Though there are many books in the market on NLP, there is hardly any literature on NLP in ELT or language learning. The only literature the researcher could obtain is Revell's and Norman's two books of classroom activities based on NLP, *In Your Hands* (1997) and *Handing Over* (1999) and Mario Rinvoluceri's book titled *Unlocking Self-Expression through NLP* (2005). Kate Benson, International Director of Education for the Society of NLP, ran a pilot project with staff from four schools in the UK's County Durham, in order to explore the potential of using NLP in the classroom.

#### 2.2 A Brief History of Neuro-Linguistic Programming

The very first reference to the term Neuro-Linguistic (not to be confused with Neurolinguistics which was coined by Harry A. Whitaker who founded the Journal of Neurolinguistics in 1985) was made by Polish-American scientist, mathematician and philosopher Alfred Korzybski in the introduction to the second edition of his book *'Science and Sanity'*.

Korzybski developed the theory of General Semantics which set the epistemological groundwork for NLP by suggesting that human beings are limited in what they know by the structure of both their nervous systems, and the structure of human languages. As a result, human beings cannot experience the world directly, but only through what he called their “abstractions” (Dr. Brian Cullen, 2010).

His works had been one of the earliest influences on NLP. His argument about map and the territory (the map is not the territory) is adapted as one of its main presuppositions (a term used in NLP for basic assumptions). Korzybski's critique about Aristotelian system of thought which is based on 'cause-effect' thinking and embedded in our language – represented particularly by the question 'why?' offered Grinder and Bandler inspiration to develop one of the core concepts – 'meta-model'.

### 2.3 Development

The development of NLP can be traced back to early 1970s in Santa Cruz, California, and was developed by John Grinder, an Assistant Professor of Linguistics at the University of California, Santa Cruz, and Richard Bandler, a mathematician and a graduate student of psychology at the university. Together they started to model excellent communicators in the field of psychotherapy such as Fritz Perls, the innovative psychotherapist and originator of the school of therapy called 'Gestalt'; Virginia Satir, one of the key figures in the development of family therapy (widely considered mother of family therapy) and Milton Erickson, a psychiatrist who specialized in medical hypnosis. Grinder and Bandler initially explored, in these excellent communicators, their patterns of language and behaviour, their thinking process and their core beliefs. All three of them had different personalities but Grinder and Bandler found that they all followed similar patterns in relating to their clients and in the language they used, and they all held similar beliefs about themselves and what they were doing (Revell and Norman, 1999: 14). Their aim was not to formulate theories but to produce models of successful therapy that worked in practice, and could be learned. The underlying assumption of their research was that all human-beings have the same neurology and, therefore, the behaviour of effective communicators can be modelled, learned and taught. So, one can observe and learn from experts and geniuses (which can be compared to Bandura's Social / Observational Learning) and develop their own excellence.

Grinder and Bandler together with their co-workers Leslie Cameron-Bandler, Judith DeLozier and Robert Dilts developed these patterns, refined them and built an elegant model which can be used for effective communication, personal change, accelerated learning, and, of course, greater enjoyment of life. Grinder and Bandler set down their initial discoveries in four books, published between 1975 and 1977: *The Structure of Magic 1 and 2* and *Patterns 1 and 2*, two books on Erickson's hypnotherapy work. NLP literature has been growing at an increasing rate ever since (O'Connor and Seymour 1990: 2).

Grinder and Bandler emphasized the fact that we communicate about our experiences to ourselves and to others through two means; Neuro and Linguistic:

The '*Neuro*' part of NLP acknowledges the fundamental idea that all behaviour stems from our neurological processes of sight, hearing, smell, taste, touch, and feeling. We experience the world through our five senses; we make 'sense' of the information and then act on it. Our neurology covers not only our invisible

thought processes, but also our visible physiological reactions to ideas and events. One simply reflects the other at the physical level. Body and mind form an inseparable unity, a human being (O'Connor and Seymour 1990: 3).

The '*Linguistic*' part of the title indicates the way the language shapes, as well as reflects, our experience of the world. We use language – in thought as well as in speech – to represent the world to ourselves, and to embody our beliefs about the world and about life. If we change the way we speak and think about things, we can change our behaviour. We can also use language to help other people who want to change (Revell and Norman, 1999: 14).

The '*Programming*' refers to ways we can choose to organize our ideas and actions to produce results.

NLP deals with the structure of subjective experience; how we organize what we see, hear 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 1990: 3).

## 2.4 Definitions of NLP

This section gives definitions by some famous NLP trainers around the world. Mentioned below are some of the definitions O'Connor (2001) presents in his book *NLP Workbook*.

- NLP is the study of the structure of subjective experience.
- NLP is an accelerated learning strategy for the detection and utilization of patterns in the world (John Grinder)
- NLP is the epistemology of returning to what we have lost – a state of grace (John Grinder)
- NLP is whatever works (Robert Dilts)
- NLP is an attitude, a methodology, which leaves behind a trail of techniques (Richard Bandler)

Some more definitions of NLP

- NLP is the study of excellence (O'Connor and Seymour, 1990)
- NLP is as the art and science of personal excellence (O'Connor and Seymour, 1990)

- NLP is a process of modelling exceptional talent in ourselves and in others (Sue Knight, 1995)

Neuro-Linguistic Programming is an attitude to life. It is also a collection of techniques, patterns and strategies for change, assisting effective communication, personal growth and learning. It is based on a series of underlying assumptions about how the mind works and how people act and interact. The aim of NLP is to enhance the quality of people's lives by helping them to identify and achieve their outcomes, and to interact more effectively with others. It is a means of achieving intra-personal and inter-personal excellence (Revell and Norman, 1997: 14).

## 2.5 Pillars of NLP

According to Joseph O'Connor, author of 9 bestselling NLP titles including *Introduction to NLP* and *Principles of NLP*, NLP methods and techniques are supported by six fundamental concepts – pillars of NLP. The pillars are as follows:

1. *Oneself*: One's success depends on how resourceful they are. The more congruent one is, the more successful they become. O'Connor says "Congruence is when your goals, beliefs and values align with your actions and words, when you 'walk your talk and talk your walk'."
2. *Presupposition*: The presuppositions of NLP are its guiding principles, those ideas or beliefs that are presupposed, that is, taken for granted and acted upon. (O'Connor, 2001: 4)
3. *Outcomes*: In NLP, outcomes mean something similar to goals and objectives. We all have aims, goals and objectives and knowing exactly what we want and having a clear idea of your outcome in any situation is an essential part of getting it. Furthermore, NLP offers a comprehensive process for refining outcomes to make them 'well-formed', describing them in detail and imagining what it is like to have them already.

Outcome thinking has three basic elements:

Know your present situation – where you are now.

Know your desired situation – where you want to be.

Plan your strategy – how to get from one to the other, using the resources you have or creating new ones. (O'Connor, 2001: 4)

4. *Sensory Acuity* is the capacity to observe and notice fine details. It's all about being alert and keeping our senses open so that we notice what we are getting.

People vary enormously in what and how much they notice by looking, listening and feeling. Therefore, it's very essential to notice what the other person is communicating – especially non-conscious and non-verbal. It helps in responding appropriately without making quick assumptions or judgements about anyone.

5. *Behavioural Flexibility*: Having the flexibility to keep changing what we do until we get what we want. Ability to make adjustments in our behaviour if what we are doing is not working. *If you do what you've always done, you will get what you've always got. If what you are doing is not working, do something else, anything else.*
6. *Rapport*: We are in communication with others almost all the time – in office, at home, while travelling. It happens that our goals are not entirely independent of others. Therefore, we need to continuously keep building rapport with others. The key is to respect and appreciate another person's model of the world while keeping our own integrity. NLP considers rapport to be a skill that can be enhanced and developed and we will be looking at many ways of doing so, such as adapting our communication to suit the people or altering our body language to match theirs.

## **2.6 Principles / Presuppositions of NLP...Beliefs of Excellence**

NLP is based on several assumptions and beliefs that are derived from humanistic psychology and pedagogy and have been systematized and developed further by John Grinder and Richard Bandler and other scientists. Some of them might seem very similar to our own long-standing beliefs and not unique to NLP. Our beliefs influence and shape our behaviour. They influence the way we respond to situations and people we meet in life. These beliefs which are famously known as 'presuppositions' in NLP terminology are explained in the following section.

- *Each person is unique*: everyone has a unique perception of the world

Each one of us realizes the universe and interprets it in totally different ways. All external information that passes through sense organs – what we see, hear, feel, taste and smell – gets filtered before it gains entry into our mind resulting in different map of the world depending on our experience, perception and beliefs. Accepting this belief is to respect the difference and accept and understand people as they are.

- *The map is not the territory*: we all have different maps of the world because each one of us is unique

This is Korzybski's most famous quote and the most fundamental presupposition of NLP.

In Korzybski's words "A map is not the territory it represents, but, if correct, it has a similar structure to the territory" (Korzybski, 1933: 58). He argues that languages, at best, must be considered only as maps. "A word is not the object it represents; and languages exhibit also this peculiar self-reflexiveness, that we can analyse languages by linguistic means" (Korzybski, 1933: 58).

Often quoted is, "If words are not things, or maps are not the actually territory, then, obviously, the only possible link between the objective world and the linguistic world is found in structure, and structure alone" (Korzybski, 1933: 61).

This belief means that however well we represent something, that representation is never the thing itself. NLP establishes distinction between experience (deep structure) and how we express our experience through words (surface structure). Naturally, we have an almost infinitely greater range of experience than we could possibly express in words. It's our subjective perception of the outer world. Every day, we form opinions and beliefs, make assumptions, develop attitudes, arrive at perceptions and jump to conclusions about the events that take place and things that happen to us. We erroneously regard and believe that all this information we perceive through our senses are truly and completely objective. However, all these views are our own reality and form our personal beliefs.

- *Mind and body are interconnected*: they are parts of the same system and each effects the other

Our thoughts have a significant influence on the physiology of our body. Our thoughts affect our breathing pattern, muscle tension, posture, facial expression and feelings.

We can notice how some students start perspiring the moment they think of examinations and relaxed at the thought of holidays. Our physiology has a significant influence on our mental states and behaviour. One seems to be at a good state of mind with lot of new ideas when he/she is healthy and fresh than



when he/she is weak and tired. While meditating, a certain body posture enables one to be relaxed and if the body posture is not proper one starts feeling hazy and drowsy.

As Revell and Norman mention in *In your hands*,

If your state of mind is good, you tend to feel good physically too. And the better your body feels, the better your mind functions. It is also true that activating the body activates the mind. Educational Kinesiology (also known as Edu-K or Brain Gym) is a system in which physical activities are used to produce connections in the brain and to enhance learning. Conversely Milton Erickson, the famous hypnotherapist and one of the original 'models' for NLP, found that rehearsing body movements in his mind enabled him to overcome much of the paralysis caused by polio (Revell and Norman, 1999: 20).

- *There is no failure, only feedback...and a renewed opportunity for success*

There are times when things don't turn out the way we want them to happen. Different people respond in different ways. Successful people have practiced considering mistakes as sources of learning.

When someone commented to Edison that he failed 1,999 times before he eventually managed to invent the light bulb, he replied, 'Nonsense, it was a 2,000 step process!' (Revell and Norman, 1999: 47)

So, rather than focusing on 'why' it went wrong, we can ask ourselves, 'what did I learn from this experience? How did I do this time and how can I do it differently next time to get a different result?' It's important to accept responsibility, make amendments and move on with new wisdom.

- *There is a solution to every problem*

This belief helps to move on with the outcome rather than dwelling on problem for a long time. It gives the confidence that somehow we will find a way to achieve what we want.

- *We have within us all the resources we will ever need*

This belief asserts that we can bring about change or achieve our outcomes by using the resources we already have available within us. Resources in NLP terminology includes positive qualities that we possess already within us such as confidence, patience, courage, etc. Sometimes we have a particular resource in abundance in certain contexts of our life but do not have it in another context where we need it. "Everyone has a rich personal history, filled with experience

and resources that can be drawn on. It contains all the material needed to make changes, if only you can get at it" (O'Connor and Seymour 1990: 112).

- *Everyone makes the best choice available to them at the time they make it*

This presupposition helps one to understand and respect people and their behaviour, no matter how bizarre behaviour they display and that that was the best choice for the person at that moment, given their map of the world, beliefs, perceptions and resources available to them.

- *There is a positive intention behind every behaviour*

This presupposition might raise an interesting question, 'positive intention, for whom?' 'Positive' does not mean good or beneficial for the other person. The positive intention for what one does is not for the others but for oneself in some way. There is always a purpose in whatever one does even in the most bizarre behaviour because that is the best choice available to them at that moment (previous presupposition). If we can identify what the positive intention is, behind their behaviour and provide them choices. For someone who is disruptive in classes, making images in notebooks or on table, a teacher can find out which of their needs are being satisfied by this behaviour and then provide them choices of satisfying their need by other means which are productive and helpful such as giving a physical activity involving hands and creativity.

"Habits are difficult to give up. Smoking is bad for the body, but it does relax you, occupy your hands and sustain friendships with others. Giving up smoking without attending to these other needs leaves a vacuum" (O'Connor and Seymour 1990: 131).

- *The meaning of our communication is the response we get*

This presupposition challenges us to take responsibility for our actions completely. There is every possibility that no matter how well and carefully we explain an idea there is no guarantee that the other person understands the meaning we are trying to communicate. Rather than blaming the other person for misunderstanding, we notice what responses we are getting and keep changing what we do or say differently until we get the response we want. The problem is we cannot control our life completely but we have a choice of trying out different other ways before giving up.

- *If one person can do something, anyone can learn to do it: modelling excellent behaviour leads to excellence*

This belief enhances the chances of one learning new skills rather than giving excuses such as 'they are naturally talented or having greater access to resources etc.' Also it helps us to extend our performance and break through the barriers of what we believe might not be possible for us.

"Each person brings his own unique resources and personality to what he does. You cannot become another Einstein, Beethoven, or Edison. To achieve and think exactly like them you would need their unique physiology and personal history. NLP does not claim anyone can be an Einstein, however it does say that anyone can think like an Einstein, and apply those ways of thinking, should he choose, in his life; in doing this, he will come closer to the full flower of his own personal genius, and his own unique expression of excellence" (O'Connor and Seymour 1990: 182).

- *The person with the most flexibility in thinking and behaviour has the greatest influence*

Having choice is always better than having only one way of doing things. There might be situations we cannot cope with, it would be easier if we have a choice and be flexible in adapting to the new approach. A solution might have worked well for a particular problem in a specific context but will not necessarily be efficient in another situation. So, the person who has the most choices of what to do and with greatest flexibility of behaviour will be in control of the situation. The next two beliefs are off-shoots of this belief.

- *If you do what you always did, you will get what you always got*
- *If what you are doing is not working, do something else, anything else*
- *What we recognize about others is true about ourselves*

If we recognize a quality in others, it means we can represent it in our mind. If we can represent it then, we are capable of it. We may not exhibit the same behaviour but we are capable of doing it.

- *You cannot not communicate*

Communication is verbal and non-verbal. Communication is conscious and non-conscious. Even when we are silent, we convey messages, we communicate through our body posture, gestures, dressing, facial expressions etc.

"If the words are the content of the message, then the postures gestures, expression, and voice tonality are the context in which the message is embedded, and together they make the meaning of the communication" (O'Connor and Seymour 1990: 17).

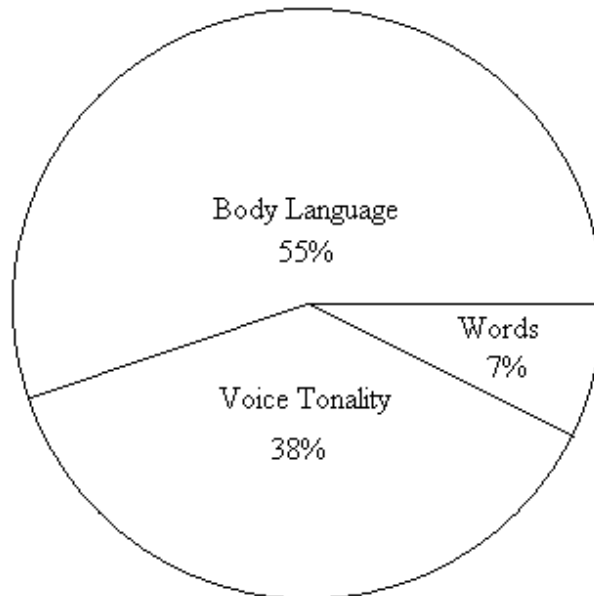


Figure 1. Communication is Non-verbal as well as Verbal  
(O'Connor and Seymour, 1990: 18)

## 2.7 Core concepts of NLP

### 2.7.1 Representational System (Thinking Patterns)

Representational system is referred to the five senses through which we experience the world. It is also referred to as 'thinking patterns'. We recreate images, sounds and feelings inwardly when we think of an experience.

In short VAKOG – The five senses are as follows:

- Visual (V): pictures and images – we look and see
- Auditory (A): sound – we hear and listen
- Kinaesthetic (K): feel through touch, externally (= tactile)  
feel through emotion, internally (= visceral)
- Olfactory (O): we smell things
- Gustatory (G): we taste

In NLP it is believed that although all of us use all five senses, unless we have any physical or psychological problems, these five senses may not contribute equally to our perception and that individuals have a sensory preference for receiving and making sense

of the new information and ideas. They have identified three systems used predominantly by us; visual (V), auditory (A) and kinaesthetic (K). These systems that are used predominantly to experience the world are called *primary* representational systems. The primary representational system varies in different organisms. Dogs and cats predominantly use the sense of smell and birds use the sense of vision and hearing. Among VAK, most of us naturally tend to use one specific system more than the other two or prefer to use it before using the other two systems depending on the situation. This preferred system in NLP is called *preferred primary representational system*. If we can identify and match with the person's primary representational system, we can, in effect, 'speak their language', and communicate better and build a good rapport. Using a different representation, however, means the listener has to 'translate' what you say. For instance, they have to translate a visual image into something that 'sounds' or 'feels' right. NLP provides ways to identify one's preferred representational systems, although some of the characteristics are visible in body language.

A person thinking in a visual way typically,

- stands or sits with their head and body erect and with their eyes pointing slightly upwards
- prefers to read, to see the words, illustrations and diagrams
- talks quite fast and in high voice, using lots of images
- breathes high in the chest – rapid, shallow breathing
- gestures high in the air, often trying to depict the images they can see internally
- memorises by seeing pictures and writing repeatedly
- looks around, doodles or watches something, when inactive
- is most distracted by untidiness

A person thinking in a auditory way typically,

- likes to be told, to listen to the teacher, to talk it out
- talks mid tone, and in a rhythmic way
- breathes mid chest
- gestures lower than someone thinking in a visual way
- has his/her head tilted to one side most of the time
- memorises by repeating words aloud and in sequence
- talks to others or to self silently and sometimes they move their lips as they are talking to themselves when inactive
- is most distracted by noises

- touches their ears and mouth frequently

A person thinking in a kinaesthetic way typically,

- likes to get involved, hands on, to try it out
- uses lots of hand movements
- talks about actions and feelings; speaks in a resonant way – more slowly with frequent silences
- breathes low in chest – deep, slow breathes, as if sighing
- gestures down and to their right (downright angry)
- memorises by doing something repeatedly
- fidgets and walks around, when inactive
- is most distracted by movement or physical disturbance

Another way to identify the preferred representational system is from the language we use. The words we use reflect what we think as language is one tool through which we communicate our thoughts.

- says, 'that looks right', 'I got the picture', when starting to understand something (visual)
- says, 'that sounds right', when starting to understand something (auditory)
- says, 'that feels right', when starting to understand something (kinaesthetic)

### 2.7.1.1 Sensory specific language

The language people use can indicate which representational system they are using. For example, people who experience or represent the world visually generally use sentences such as, 'I see what you mean', or 'I get the picture' or 'I need a different perspective on that'. Those who experience or represent the world in an auditory manner use sentences such as, 'That sounds good' or 'I hear what you are saying' or 'His name rings a bell'. People who experience or represent the world kinaesthetically tend to utter sentences such as 'I feel it is wrong' or 'I cannot quite grasp that idea', 'That is a bit fishy', 'I do not like the smell of this' or 'It has left a bad taste in my mouth'.

These sensory-specific words are called predicates in NLP.

	<b>Visual</b>	<b>Auditory</b>	<b>Kinaesthetic</b>
1	I can picture that dearly	I hear what you are saying	I catch your drift
2	I can't quite see it	It's all Greek to me	I'm not with you
3	We see things the same way	We speak the same	We're close in lots of

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

(Revell and Norman, 1997: 44)

### 2.7.2 Thinking with your body – Eye accessing cues

There are other cues to get more information about the representational system of a person in a conversation that can be applied in any situation: eye movements. Eye movements helps us in finding out if a person is thinking in pictures, sounds or feelings, as we move our eyes in different directions in a systematic way depending on how we think.

Neurological studies have shown that eye movement both laterally and vertically seems to be associated with activating different parts of the brain. These movements are called lateral eye movements (LEM) in neurological literature. In NLP they are called eye accessing cues because they are the visual cues that let us know how people are accessing information. (O'Connor and Seymour, 1990: 35)

When we try to visualize any experience from our past, our eyes tend to move upwards and to our left. When we try to imagine or construct something we have never

seen, our eyes move upwards and to our right. The eyes move across to our left for remembered sounds and across to our right for constructed sounds. When accessing feelings, the eyes typically go down to our right. When talking to ourselves (auditory dialogue), the eyes usually go down left. Eyes straight ahead and defocused, also shows visualization.

However these patterns are typically for most right-handed people, though not for all – there are always exceptions. The following figure shows the eye patterns for right-handed people.

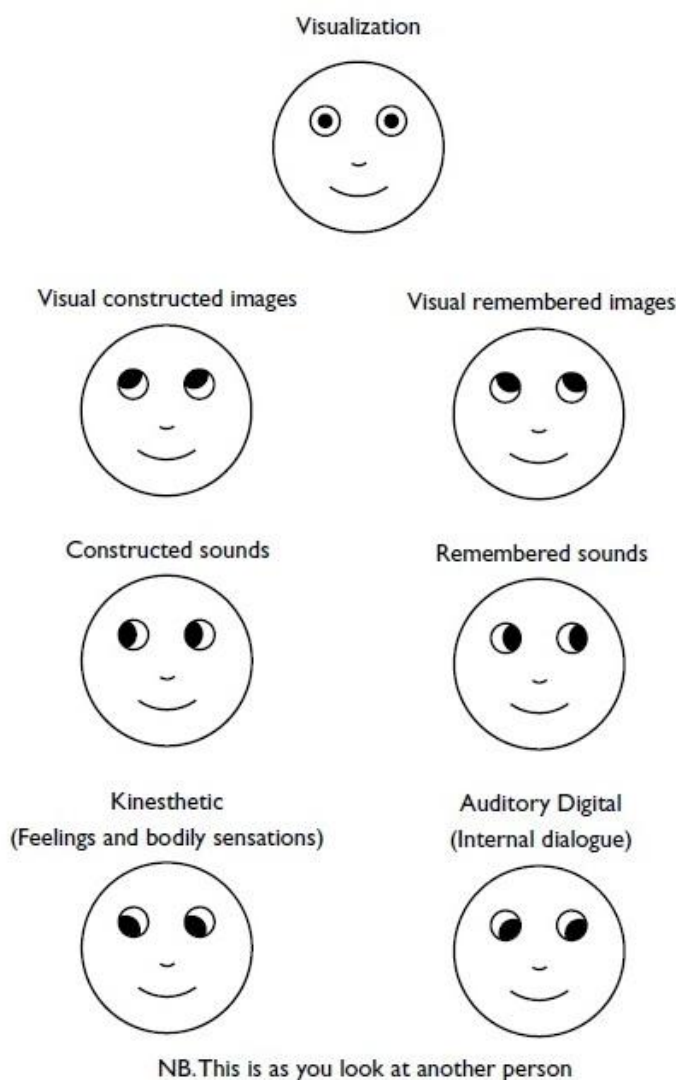


Figure 2. Eye Accessing Cues (O'Connor and Seymour, 1990: 35)

NLP spelling strategy has been developed on eye movements. Good spellers most of the time look up or straight ahead; they visualize the word as they spell it, and then look down to check with their feeling that they are right. This strategy was tested at the University of Moncton, New Brunswick in Canada.



### 2.7.2.1 Enriched Communication

"Outstanding communicators have always influenced engaged and inspired people with their quality of language. One of the early discoveries in NLP was that skilled communicators use language in a way that creates a climate of trust and understanding. A study of powerful communicators also revealed that they naturally use language that is rich in its use of all the senses. The richer our language, the richer our internal experience and the richer the experience of those whom we engage" (Sue Knight, 2009: 67).

### 2.7.3 Meta-programs

We not only explore and perceive the world in different ways but also react to the world in different ways. The world has an infinite number of sensory information around and it's difficult to notice all of it. And part of which we are able to notice is further filtered by our specific experiences, culture, beliefs, language, values, interests and assumptions.

The non-conscious filters our brain habitually uses to select relevant information from our sensory experience are called 'metaprograms' in NLP. Once our brain finds a way of behaving that works, it tends to repeat it, so that it becomes a habit, or a 'program'. Metaprograms are some of these basic programs (Revell and Norman, 1999: 121).

Basic metaprograms

#### 1. **Towards (outcome)/Away from(problem)**

People with toward approach stay focussed on their goals. They think of what they 'want' and work out ways to achieve their outcome. Whereas, people with away from approach recognize the problems easily and focus on what to avoid – what they 'do not want'.

#### 2. **Big chunk (general)/Small chunk(specific)**

Sometimes people break down their experiences into small chunks and explain everything in detail – more specific and concrete level information. Sometimes they chunk up details and give the whole picture as an outline – more abstract level information.

#### 3. **Match/Mismatch**

This pattern is about making comparisons. People having matching pattern tend to identify similarities about things and others. People having the mismatch pattern are good at identifying differences and often get involved in arguments. We can notice people with mismatching pattern often tend to start their conversation with

a 'no' irrespective of what we ask or use the pattern 'yes...but'. It would be interesting to watch people using opposite chunks in a conversation.

#### **4. Associated/Dissociated**

In NLP association and disassociation are characteristics of perceptual positions. Associated state is a perception in which one experiences as if he/she is inside the scene – immersed in the feelings, see and hear as if it's happening in the present (irrespective of the time location whether it is in the past, present or future). Whereas in dissociated state the person experiences the situation being outside his/her body – see, hear or feel as if it's happening elsewhere even if the time location is present.

#### **5. Internal reference/External reference**

This pattern is about where people direct their attention to find their standards. People who are internally referenced use their feelings, images and voices and use internalized standards to evaluate themselves. People who are strongly internal referenced do not let others to take decision on their behalf. They like to take decisions based on their standards though they take information from external sources. People who are externally referenced usually rely on external sources for their evidence of fulfilment. They look for others feedback to know how they performed; otherwise they are usually unsure if they have done things correctly.

#### **6. Self/Others**

This pattern is about where people direct their attention – on self or others. Some people keep other's interest ahead of theirs. They respond to people around them. Some people are absorbed in self – having their interest ahead of others. They are usually oblivious to the people around them.

#### **7. Choice/Procedures**

This pattern is about how people like to function – having choices or follow procedures. Some people want to have options – have lots of choices about what they do and how they do anything. Some people like to follow the right way things have to be done and focus step-by-step procedure.

#### **8. Past/Present/Future**

This pattern is about where in time do people have their attention – past or present or future. Some have their attention on what has passed. Some live for the moment directing their attention to the present. Some continually plan about what has to be done in future.

## 9. People/Place/Activity/Object/Time

This pattern is about where people's priorities lie – on place or people or activity or object or time. Recollecting a very memorable experience, some people recall who they were with, some think of the memories of the place, some recall what they did, some recall what things were associated with it and some remember the time and date of that experience.

### 2.7.4 Meta model (Precision questions)

Meta-model is considered NLP's first formal model and was published in 1975 by Grinder and Bandler in their ground breaking book, *The Structure of Magic*, Vol. 1. It extended features of general semantics (Korzybski) and transformational grammar (Chomsky). As a linguist, Grinder distinguished himself in the area of syntax, working within Noam Chomsky's theories of transformational grammar. In fact Grinder had written his dissertation on Transformational Grammar titled '*On deletion Phenomena in English*' and co-authored the book *A Guide to Transformational Grammar* (1973) along with Suzette Haden Elgin. Korzybski's seminal work, *Science and Sanity* (1933), held an important key to understanding the relationship between the mental 'maps' of human experience and the 'territory' of external reality. Also, while modelling the successful therapeutic language interventions of psychiatrists Fritz Perls and Milton Erickson, and Virginia Satir, they noticed that these psychiatrists used certain types of question when they gathered information from their subjects.

"The Meta Model is a series of questions that seek to reverse and unravel the deletions, distortions and generalizations of language. These questions aim to fill in the missing information, reshape the structure and elicit specific information to make sense of the communication" (O'Connor and Seymour 1990: 92). The Meta Model of language can, therefore, also be described as the 'art of asking the right questions'.

Bandler and Grinder acknowledge in *The Structure of Magic*,

"The linguist's objective is to develop a grammar - a set of rules - which states what the well-formed patterns for any particular language are. This discipline is based on the brilliant work of Noam Chomsky, who initially developed a methodology and set of formal models for natural language... What transformational grammarians have done is to develop a formal model of our language, a model of our model of our world, or, simply, a Meta-model" (Bandler and Grinder, 1975, p 23-24).

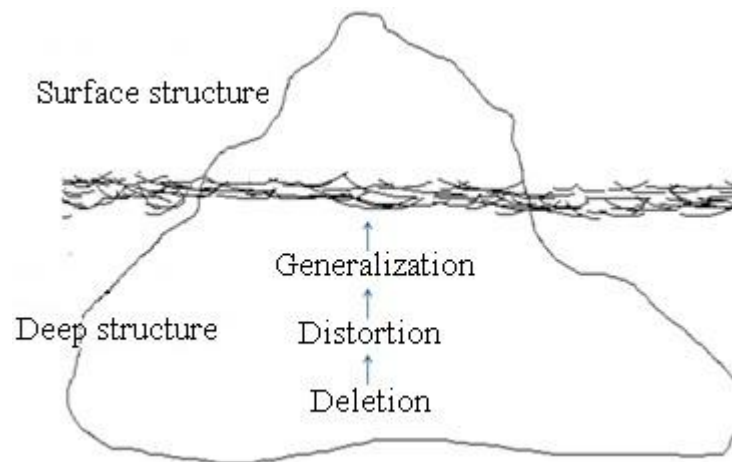


Figure 3: Deep structure – Surface structure

**Deletions** are examples of language where people omit parts of the meaning of his/her original experience. Possible deletions are:

*Unspecified nouns:* We tend to use 'they' and sometimes even omit the active subject and use passive voice.

For e.g., "They are so irresponsible."

"Misunderstandings were created."

Questions that can reconnect the speaker with the source are: "Who is so irresponsible?" and "Who exactly created misunderstandings?"

*Unspecified verbs:* Sometime we don't specify the verb.

For e.g., "She created a great impression on me."

"Learn this for next week."

It could be important to know how specifically these things were done. So asking a questions like "How specifically did she do that?" and "How specifically am I to learn this?" will help get more information.

*Comparisons:* Using of comparative words like more, well, less, better, fewer, worse, badly – suggesting an evaluation against something.

For e.g., "I could have done it better."

"She performed badly."

This pattern can be challenged by asking: "Compared with whom?"

*Judgements:* They are closely allied to comparisons. They need not involve comparisons, although they often do.

For e.g., "I'm not good at English."

"It's good if you are result-oriented."

Judgements can be clarified by asking: "According to whom?"

*Nominalization*: It happens when an action verb describing an ongoing process has been turned into an abstract noun. "If a noun cannot be seen, heard, touched, smelt or tasted, in short, if it cannot be put in a wheelbarrow, it is s nominalization" (O'Connor and Seymour, 1990: 95).

For e.g., "We are having problems with our relationship."

"I have a bad memory."

Nominalizations are very useful and often essential, but because they are abstract they hide huge differences between maps of the world. (O'Connor, 2001: 151)

One can challenge this pattern by turning the noun back into verb and express the thought as a process.

"What is it about the way you are relating that is creating problems?"

"What do you have difficulty remembering and how are you memorizing?"

*Distortions* express self-made limitations – language where the owner of the words has misrepresented their experience. The ways we distort our experience is through:

*Complex equivalence*: An example of complex equivalence is when two statements are linked in such a way that they are taken to mean the same think

For e.g., "You are not smiling. You are obviously not enjoying yourself."

"You are not looking at your teacher when she is talking to you. You are obviously not paying attention."

Speakers using these statements can be challenged by asking: "How does this mean that?"

*Cause-effect (blamers)*: This concept is built upon the subjective belief that somebody else is responsible for our feelings and emotional states.

For e.g., "You annoy me."

"I get upset because of her."

This type of language can be challenged by asking: "How is it possible for me to annoy you?" and "How does she make you choose to be upset?"

*Mind-reading (presumptions)*: People mind-read when they presume to know, often, without concrete evidence, what other person is thinking or feeling.

For e.g., "I can tell she is not happy with my work."

"You do not care about me anymore."

These language patterns can be challenged by asking: "How do you know....?"

*Generalizations* occur when one example is taken as the representative of a number of different possibilities (O'Connor and Seymour, 1990: 99).

*Universal quantifiers*: Generalizations are usually expressed using words such as 'always', 'never', 'all', 'every', 'nobody', 'none', 'nothing' etc.

For e.g. "He is always late"

This pattern can be challenged by asking: "Has there been a time when he was not late?" that would encourage the speaker to look for exceptions from his/her generalizations and "Is he really *never* on time?" to exaggerate by using additional universal quantifier.

Some judgements can be classified as generalizations specifically when they are stated as a universal rule.

For e.g., "Girls like to talk." can be challenged by asking:

"All girls? Do you really mean all girls like to talk?"

Generalization also occurs when we use,

*Modal operator of possibility (limiters)*: words that set rules about what is possible such as 'can', 'cannot', 'possible' and 'impossible'.

e.g., "I can't tell them the truth"

This pattern can be challenged by posing questions such as "What are you afraid of?" or "What stops you from telling them" or "What would happen if you tell them?"

*Modal operator of necessity (drivers)*: Words like 'should', 'shouldn't', 'must', 'must not', 'ought' and 'ought not'.

e.g., "I should not talk in front of elders."

This pattern can be challenged by asking: "What would happen if you did that?"

In a nutshell, the Meta Model is designed to develop the ability to listen, gather information and to open choices in order to understand the complete meaning of communication.

### **2.7.5 The Milton Model**

"The Milton Model is a way of using language to induce and maintain trance in order to contact the hidden resources of our personality" (O'Connor and Seymour, 1990: 113-114)

This was the second NLP model to be published after the Meta Model. It follows the inverse language patterns of Meta Model. Meta Model aims at chunking down language into more precise and specific statements by challenging deletions, distortions and generalizations to access the conscious understanding, whereas, Milton Model aims at chunking up language by generating deletions, distortions and generalizations to access unconscious resources.

Milton Model language patterns are used to:

- Pace and lead the client into an altered state where they have access to more resources
- Distract the conscious mind
- Access the unconscious resources

(O'Connor, 2001: 176)

### **2.7.6 Metaphor**

In NLP, metaphor covers figures, stories, comparisons, analogies, similes and parables. They are symbols of what our unconscious mind is saying. Excellent communicators and influential leaders use metaphors to capture and hold attention of the audience. Most of us use metaphors to explain something in terms of something else, sometimes to make a complex content clearer. "Metaphors cannot be right or wrong, they are just...stories. A good metaphor will have many different levels of meaning, enabling you to speak to each person individually and simultaneously. (O'Connor, 1994: 183). The stories we tell and how we tell them, to ourselves and to others, profoundly affect our lives. They create our reality" (O'Connor, 2001: 188)

### **2.7.7 Anchoring**

Emotional states have a powerful and pervasive influence on thinking and behaviour. Different states lend themselves to different circumstances. All of us have a personal history rich in different emotional states. To re-experience our most resourceful states and to have them constantly available, we need a trigger – some association in the present to bring back the original experience.

The stimulus which is linked to and triggers a physiological state is called anchor in NLP (O'Connor and Seymour, 1990: 54). Anchors can be anything visual, auditory or kinaesthetic triggers that allows access to an emotional state. For example, a favourite piece of music, a memory of the house we lived in or the touch of a loved one can serve as an anchor.

### **2.7.8 Rapport**

In NLP, rapport is a generic term for all measures that are taken to establish a good communication. Rapport is the quality of a relationship of mutual influence and respect between people. When two people are in good rapport communication seems to flow. Their body language as well as their words match and reflect each other.

It's like a dance, where partners respond and mirror each other's movements with movements of their own (O'Connor and Seymour, 1990: 19). One establishes rapport by joining other person's dance by matching their body language with sensitivity and respect.

Following are the basic aspects that can be matched to establish rapport,

- Breathing
- Body language and gestures
- Posture
- Tonality
- Loudness of speech
- Tempo of speech
- Representational system
- Dialect and slang
- Cultural customs
- Distance between the speakers
- Eye contact

#### **2.7.8.1 Pacing and leading**

Rapport allows you to build a bridge to the other person: you have some point of understanding and contact. With that established, you can start to change your behaviour and they are likely to follow. You can lead them in another direction. The best teachers are those who establish rapport, and enter into the world of the learner, and so make it easier for the learner to enter into a greater understanding of their subject or skill. They get on well with their students, and the good relationship makes the task easier. (O'Connor and Seymour, 1990: 21)

In NLP this is called pacing and leading. Pacing is establishing the bridge through rapport. Leading is changing our behaviour so the other person follows. One cannot lead without establishing rapport or pacing because we cannot lead someone over a bridge



without building it first. Therefore, it is important to show respect for what the person has to say, even if we do not agree.

In order to pace and lead successfully, you need to pay attention to the other person and be flexible enough in your own behaviour to respond to what you see and hear (O'Connor and Seymour, 1990: 23).

### 2.7.9 Reframing

Reframing can be defined as the art of giving a new meaning to our experience and thoughts by changing the way we perceive an event. One of the ways NLP consciously uses language is to rename or re-label things in order to alter our perception of them.

For e.g., mistake become lesson

Ending becomes new beginning

Weakness becomes area of improvement

Problems becomes challenges

Reframing is not a way of looking at the world through rose-coloured spectacles, so that everything is 'really' good. Problems will not vanish of their own accord, they still have to be worked through, but the more ways you have of looking at them, the easier they are to solve (O'Connor and Seymour, 1990: 128).

NLP terminology divides the Reframing technique into 'context reframing' and 'content reframing'.

*Context reframing* tries to find a new place or time for a special behaviour where it is useful and positive. It works on comparative generalizations in the form of complaints like 'I'm too...' or 'That person is too...'.

For example, "you are too obsessive about small details." Can be renamed as; 'You are a real perfectionist.'

"You will not be popular if you tell bizarre lies to your friends and family, but you will be if you use your imagination to write a fictional bestseller (O'Connor and Seymour, 1990: 129)."

*Content reframing* tries to change the meaning of an experience through a new interpretation. Looking at an experience, especially the one we don't enjoy much, from a positive perspective by asking ourselves:

"What else could this mean?"

"What would I like this to mean?"

"In what frame could this be positive or be a resource?" (O'Connor, 2001: 232)

For example, "I get annoyed when my phone rings a hundred times in a day" can be reframed as, "That's good, everybody needs you, you are the expert, and you are important." Suddenly the ringing of the telephone has a different meaning: of being important and needed.

### 2.7.10 Perceptual positions

To learn the most from any situation or experience, you will need to gather information from as many points of view as possible. Each representational system gives a different way of describing reality (O'Connor and Seymour, 1990: 75). In any situation, just looking at it only from single person's viewpoint leaves blind spots, firstly, because of their habitual ways of perceiving the world and their filters and secondly, because not everyone shares our point of view. Therefore, it is useful to assess an event or outcome from several different perspectives: From our own perspective, from the perspective of another person and from the perspective of an independent observer.

John Grinder and Judith DeLozier refer to these perspectives as 'perceptual positions'. In situations where there is little or no understanding, perceptual positions provide a balanced approach to thinking – a way of developing new understandings and creating new choices.

The three perceptual positions are:

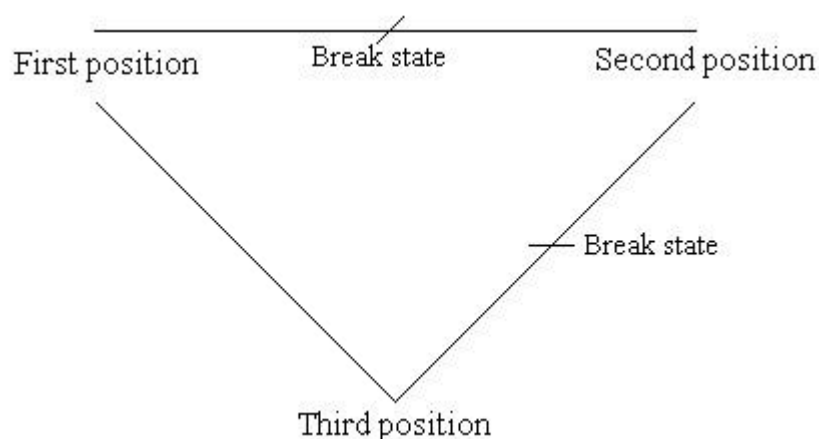


Figure 4: Perceptual positions

*First position:* Looking at an event or an outcome completely from our point of view or our own reality. We see, hear and feel the situation from our own perspective. We think in terms of what is important to 'me' and how does this affect 'me'.

*Second Position:* Looking at the situation from the other person's point of view – to see, hear and feel as if you were them. You think in terms of how this situation would appear or be interpreted by the other person. This position helps identify the positive intention behind the other person's behaviour. There is a famous saying “Don't judge a man until you've walked two moons in his moccasins.”

*Third Position:* Looking at the situation as a detached observer, as if you were a third person. Dissociate from the situation but be in a resourceful state to see and hear yourself and the other person – taking an objective view of your own behaviour. You think in terms of what opinion, observations or advice someone would offer who is not involved. This position helps you to evaluate any situation (even bizarre ones) and generate some useful choices to respond differently in order to achieve a positive outcome.

All three positions are equally important in handling a situation and in decision making. The crucial thing is you need to be flexibly moving between these positions.

"Someone stuck in first position will be an egoistical monster, someone habitually in second will be unduly influenced by other people's views. Someone habitually in third will be a detached observer of life (O'Connor and Seymour, 1990: 77)."

### **2.7.11 Modelling**

Modelling is the heart of NLP. The presupposition, "If one person can do something, anyone can learn to do it," is the basis of modelling. It is concerned more with the how than with the why. Modelling is a state of curiosity and selflessness. It is a desire to listen, watch, respect, and learn from others as well as ourselves. Modelling is an interest in process over content (Sue Knight, 1995: 154).

Modelling chunks down any process and describes these parts to make it possible for others to use the same structure and replicate excellence. Modelling involves observing the external behaviour as well as discovering the mental strategy that a person is using. This strategy, together with that person's beliefs, values and physiology, gives the structure of how they get their results.

A simple modelling strategy can be explained as follows:

1. Identify the skill you would like to have or improve. For example, you like to improve on your public speaking skills.
2. Select a person who exemplifies good public speaking skills; you can also watch some public speakers on TV.

3. Be with your model, if you can, and observe what he/she does – their physiology, behaviour, eye movements. Placing yourself in the second position, imagine yourself in their reality and start mirroring their behaviour until you are able to create roughly the same results. Find out how he/she does it – internal thinking strategies and why he does it – supporting beliefs and values using Meta Model questions. You will probably discover a combination of certain beliefs that they have about themselves (For example, 'I know I can do it') and a strategy – a sequence of representations in a particular order. Find out the submodalities involved in any representation, that is a part of their strategy sequence, so you can do exactly the same thing in the same way.
4. Finally, test the strategy to see if it works for you. If it works, it means that you have actualized 'modelling', but if it does not work, go back over the steps to find out if there is anything you had missed, may be a key belief or a representation or a crucial submodality and incorporate the missing piece. Then test the strategy again.

To quote O'Connor and Seymour from *Introducing Neuro-Linguistic Programming*,

Each person brings his own unique resources and personality to what he does. You cannot become another Einstein, Beethoven, or Edison. To achieve and think exactly like them you would need their unique physiology and personal history. NLP does not claim anyone can be an Einstein, however it does say that anyone can think like an Einstein, and apply those ways of thinking, should he choose, in his life; in doing this, he will come closer to the full flower of his own personal genius, and his own unique expression of excellence (O'Connor and Seymour, 1990: 182).

Revell and Norman (1999) state that, "If you want to be an excellent teacher, model excellent teachers." To model one needs to look at what they do, how they act, what sort of relationship they have with their students and colleagues. Ask the person you are modelling, how they feel about what they do. What their beliefs are? To understand what they do one needs to second position them. Imagine what it's like to be them and as one learns techniques and strategies, they need to put them into practice. According to Revell and Norman, "If you want to speak a language like a native speaker, model native speakers."

### 2.7.12 Well-formed Outcomes

In NLP, outcome is 'what we want – a desired state, something that we don't have in our present state.' NLP outcomes are called well-formed outcomes as they are carefully considered to meet certain conditions that make them realistic, motivating and achievable. If the desired state is different from the present state, it certainly needs action to change our present state into desired state.

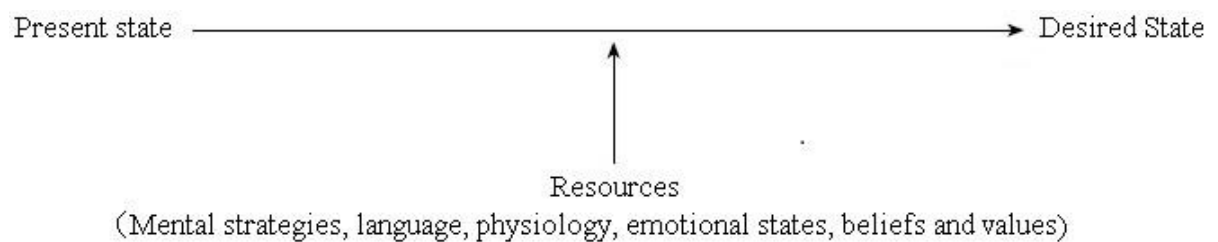


Figure 5. Present and desired state (O'Connor and Seymour, 1990: 15)

#### *Criteria for well-formed outcomes*

Once we set our outcome and are clear with the desired state, there are some questions that we need to ask ourselves for a successful journey from present state to the desired state.

1. Positive: What do you want?

Are you thinking of what you want (outcome thinking) or what you don't want (problem thinking). It is important to know if it is directed towards what you want to achieve or away from something that you wish to avoid.

For example, losing weight or controlling anger (problem thinking) are difficult to achieve because of the away from approach. Reframing the outcome in towards approach would be more affective, by asking oneself, "What do I want instead?"

I want to lose weight can be reframed as I want to get fit.

I want to control my anger can be reframed as I want to be calm.

2. Evidence: How will you know if you have achieved your outcome?

It is important to know how it's going to be like having what we really want. We can easily recognize the sensory-based evidence by associating with the goal – imagining ourselves having achieved what we really want. This way of thinking helps us to check now and then if we are on track with our outcome.

What does it look like? What do I see? What/who is around me?

What does it sound like? What do I hear?

What does it feel like? What sort of emotions do I feel in achieving what I really want?

3. Specifics: Where, when and with whom, do you want your outcome?

One needs to ensure that they put their outcome into context. Where specifically do you want your outcome? When specifically do you want this and in what context do you want this outcome?

For example, you want to develop 'self-confidence' to learn to swim which you might already have when you are presenting a paper.

4. Control: Can you start and maintain this outcome by yourself?

How much of your outcome is directly under your control? Are there people involved and what do they have to do to get this outcome? How can you motivate others to actually want to help you rather than feeling they have to help you achieve your outcome?

For example, a student might think, "I want to come first in class." This way of thinking might not help in achieving the outcome as the outcome includes other children in the class who might have the same outcome and the teacher who gives grades. However, if he/she thinks of giving his best in all exams, there are high chances of achieving the outcome, this being completely under their control.

5. Ecology: What are the wider consequences?

What is the cost? Time and effort required to dedicate for the outcome. Cost need not be in terms of money but probably giving up something that we have now.

What is good about the present state – something that we want to keep?

Who else is affected and how will this outcome make them feel? Consider family, friends, colleagues etc. and how they are going to get affected by your outcome.

No one exists in isolation; we are all part of larger systems, family, work, friendship networks, and society in general. You need to consider the consequences of achieving your outcome in the context of these wider relationships. Would there be any undesirable by-products? What would you have to give up, or take on, to achieve it? (O'Connor and Seymour, 1990: 12)

6. Win/win

Outcomes are not about getting what you want at the expense of others. The most valuable and satisfying results are achieved by negotiating and co-operating to establish shared outcomes where everyone wins (O'Connor and Seymour, 1990: 12).

7. Resources: What resources do you have now that you can use?

Do you have adequate resources and choices to achieve your outcome?

Check on resources like objects, people, role models, personal skills and capabilities and money which might be required.

8. Identity: Does the outcome fit with who you are and what you want to be?

For example, if someone wants to study abroad. This would mean staying away from family and friends. It is important to ensure that the outcome is in harmony with you as a whole person.

9. Action plan: What is your next step? What steps are realistic considering all the criteria above?

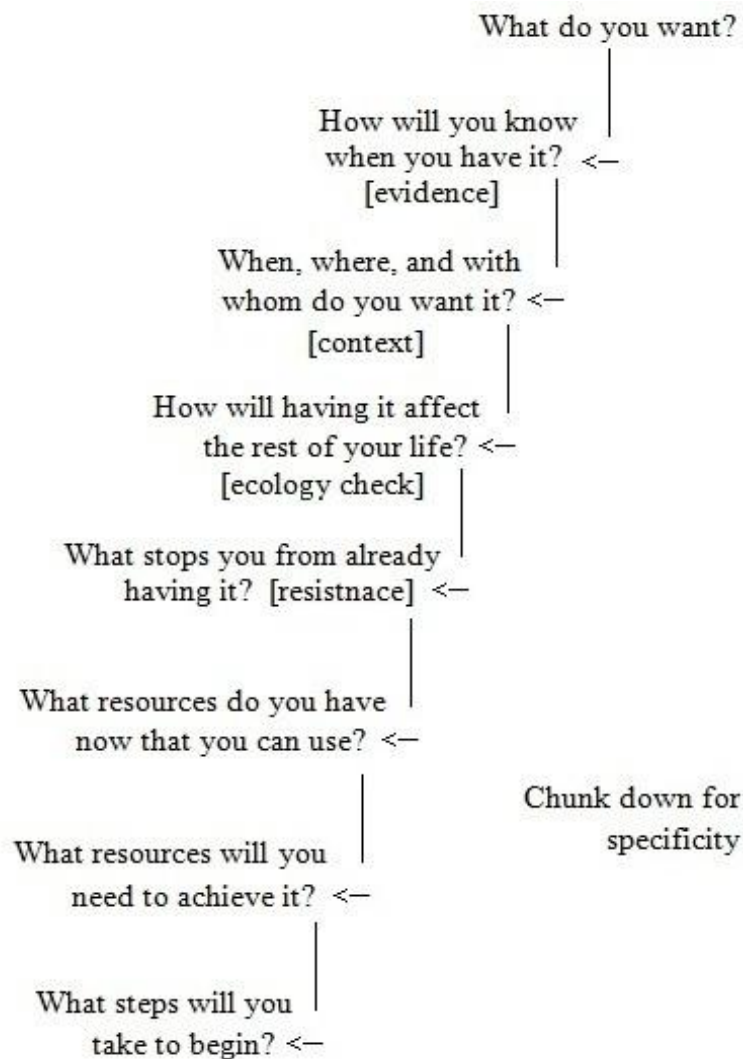


Figure 6: Outcome Chain Model: (Jennifer Ann Young, 1994: 98)

### 2.7.13 Logical Levels

The model of Logical levels was developed by Robert Dilts which he claims is inspired by Gregory Bateson's work.

I adapted the ideas of Russell and Bateson to formulate the notion of "Logical Levels" and "Neuro-Logical Levels" in human behaviour and change (Dilts, 1999: 246).

The model provides a powerful framework for discovering how to achieve alignment. It helps in understanding personal change and makes it easier to identify the best point to intervene to make the desired change. It helps us to align our environment, behaviour, capabilities, beliefs and values, identity and purpose in order to achieve our outcome.

Each level synthesizes, organizes and directs a particular class of activity on the level below it. Changing something on an upper level would necessarily 'radiate' downward, precipitating change on the lower levels. But, because each successive level is of a different logical type of process, changing something on a lower level would not necessarily affect the upper levels (Dilts, 1999: 246).

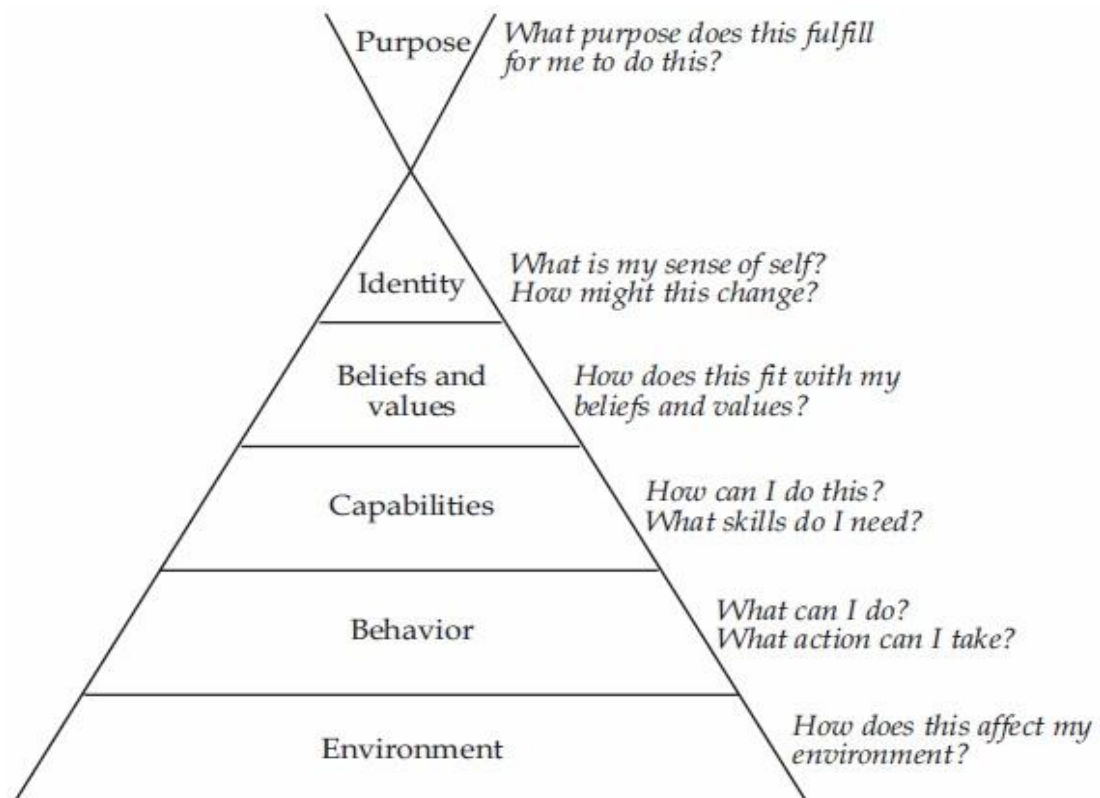


Figure 7: Neurological Levels of Change: (Sue Knight, 2005: 211)



*Environment:* Where, when and with whom?

It includes everything around you – place, time, people and things around, that we react to – external factors or constraints such as family, friends, office, classroom, study table etc.

*Behaviour:* What?

What we do – our thoughts, performances, actions, reactions and responses – in the environment to carry out a task.

*Capabilities:* How?

Skills, competencies, strategies and knowledge we have that enables us to do what we do. NLP followers believe that new skills can be learned and, with a positive attitude and desire, capabilities can expand around you.

*Beliefs and values:* Why?

Why we do what we do? It depends on what is important to us. Our values and beliefs are the principles that guide our actions and give meaning to what we do. Beliefs can be both permissions and limitations. Some beliefs act as permissions which are often positive beliefs that trigger our capabilities. Limited beliefs are usually centred on 'I can't'.

*Identity:* Who am I?

Identity is the sense of self, the roles we play, the core values and mission in our life.

*Purpose:* For whom or for what?

How are we contributing to the bigger system – beyond self to the people around us?

Here is an example of how we think at different levels

Identity	—————>	I'm a confident person	—————>	He is very reserved
Beliefs and values	—————>	I can, if I want to	—————>	Probably he feels shy
Capabilities	—————>	I can speak with confidence	—————>	He can't talk to strangers
Behaviour	—————>	I participate in school events	—————>	He doesn't talk to anyone
Environment	—————>	My parents encourage me a lot	—————>	He has very few friends

This model is sometimes attributed to a famous quote by Albert Einstein which says "You cannot solve a problem at the same level of thinking that created them". So, once the problem is identified as occurring at a particular level, it is resolved by working to bring a change in the level above it.

## 2.8 NLP and Humanistic Approach to learning

NLP belongs to a wider movement of Humanism which is an offspring of existential philosophy. The basic assumption of humanistic psychologists is that every individual has their own unique way of perceiving and understanding the world (NLP principle: *The map is not the territory*). They also believe that to explain an individual's action in any particular situation, it is more important to understand their view of the world and not judge by their behaviour, personality or experience (NLP principle: *There is a positive intention behind every behaviour*). All behaviour, even seemingly weird behaviour, is presumed to be meaningful to the person displaying it, because it emphasizes the importance of looking at people's perceptions (Bernstein et al., 2008) (NLP principle: *Everyone makes the best choice available to them at the time they make it*). Humanistic approach tries to understand a person through subjective experience asking them, 'what is it like to be this person?' Whereas, other approaches take an objective view of people asking them, 'what is this person like?' They also take the view that all human behaviour is motivated mainly by an innate drive toward growth that prompts them to fulfil their unique potential (NLP principle: *We have within us all the resources we will ever need*). The idea that each person perceives a different reality of the outer world reflects the views of existential philosophers such as Soren Kierkegaard and Jean-Paul Sartre.

### 2.8.1 Humanistic approaches

NLP had been profoundly influenced by humanistic approach. The humanistic approach has its emphasis on the importance of human potential, self-esteem, self-expression and self-actualization – the inner world of the learner and considers the individual's thoughts, feelings and emotions as the basis for all human development. Its focus is on the development of the 'whole' person and the uniqueness of each individual. Prominent humanistic theories include Abraham Maslow's growth theory and Carl Rogers' Self Theory.

#### 2.8.1.1 Abraham Maslow and Hierarchy of Human Needs

Maslow's motivation theory states that man's behaviour is controlled by both internal and external factors. He emphasizes that humans have the unique ability to make choices and exercise free-will. He proposed a hierarchy of human needs. Maslow's

hierarchy of needs are based on two groupings: basic needs (deficiency needs) and growth needs.

The lowest four levels represent basic needs and the upper three levels constitute the growth needs and these needs, arranged from lowest level to highest level, are as follows:

*Physiological needs* include food, air, water, clothing, sleep, shelter etc.

*Safety needs* include the need for physical safety, home and health security, job and financial security.

*Love and belonging needs* include need for affection, feeling of belongingness, family, friendship and acceptance by others.

*Esteem needs* include the need for self-esteem, self-confidence, achievement, respect and recognition from others.

*Need to know and understand:* This level includes the need for knowledge, meaning and self-awareness.

*Aesthetic needs* include the need for being creative; present oneself in a beautiful and artistically pleasing manner.

*Self-actualization* includes personal growth, fulfilment and realizing one's full potential. All the needs mentioned are essential for the psychological and biological balance of a person. One must satisfy lower level basic needs before progressing on to meet higher level growth needs.

These can be listed as follows:

- Students should be provided proper lunch and bathroom breaks
- Have controlled classroom behaviour, emergency procedures well planned and practiced
- Encourage one-on-one interaction, listen to the students and be supportive and provide situations requiring mutual trust.
- Involve all children in class participation, distribute responsibilities and focus on strengths and assets.
- Take individual needs and abilities into account when planning lessons and carrying them out.
- Appreciate and reward students for good performance or participation.
- Give students freedom to explore and discover on their own.



Figure 8: Maslow's hierarchy of human needs.

### **2.8.1.2 Carl Rogers and the Whole Person**

Rogers' personality theory is based on empathy as he believed that the only way to understand someone's personality was through that person's own point of view, and that present feelings and emotions greatly impact personality. According to Roger, "to sense the client's private world as if it was your own, but without ever losing the 'as if' quality – this is empathy, and this seems essential to therapy" (Rogers 1989: 226). This, perhaps, is the idea that influenced the development of Perceptual positions model of NLP.

"His view is that there is, in the person, an ability to actualize the self, which, if freed, will result in the person solving his or her own problems. The therapist was not to be an expert who understood the problem and decided how it should be solved. Rather, the therapist should free the client's power to solve personal problems. This position about therapy was controversial because it was contrary to the usual professional assumption that the client needs an expert to solve his or her problems" (Fred Zimring, 1994).

Another important proponent of Roger's theory is having unconditional positive regard towards the client or learner. According to this theory, individuals can strive towards self-actualization if they are provided with unconditional positive regard. If one receives continual unconditional positive regard, they will eventually develop positive self-regard, where they will view themselves in a positive light, thus will increase self-esteem.

In a paper published in 1959, 'Significant learning in therapy and in education', he gave a set of conditions in education that paralleled those that he had stated for psychotherapy. He stated that significant learning can occur only to the degree that the student perceives the course as an experience they can use to resolve problems which are of concern to them; that significant learning can be facilitated only to the degree that the teacher is genuine and congruent. In addition, "the teacher who can warmly, who can provide unconditional positive regard, and can empathize with the feelings of fear, anticipation and discouragement which are involved in meeting new materials, will have done a great deal toward setting the conditions for learning" (Rogers, 1959: 237).

### **2.8.2 Humanistic philosophy – Human Potential Movement – Neuro-Linguistic Programming**

Humanistic psychology created by Maslow in the 1940s and 1950s influenced the emergence of Human Potential Movement (HPM) – a psychological philosophy and framework which included a set of values. Many 'growth centers' emerged as HPM found expression in a number of schools of psychology and psychotherapy. One of the largest and best-known growth center was Esalen Institute founded by Michael Murphy and Richard Price in 1962 at Big Sur, California. Rogers had been one of the early leaders at Esalen and Maslow was one of the teachers. Interestingly some of the *key leaders of the Human Potential Movement at Esalen such as Fritz Perls, who was the first resident scholar, Gregory Bateson, who was the last resident scholar and Virginia Satir who was first in charge of training, were the original models for NLP.*

These were the giants upon whose shoulders Bandler and Grinder stood and which enabled them to create the synthesis called NLP (Hall, 2010). *According to L Michael Hall, Perls, Satir and Bateson were carrying the vision of Maslow and Rogers.*

The 'NLP Presuppositions' mentioned below indicate the influence of ideas which were originally from humanistic psychology.

The map is not the territory (People operate from their maps of reality, not reality)

Everyone makes the best choice available to them at the time they make it (People are not broken, they work perfectly well given their representations and strategies)  
There is a positive intention behind every behaviour.

You have all the resources you will ever need within yourself.

## 2.9 NLP and learning theories

NLP's technique of *anchoring* is a consciously induced *stimulus-response-conditioning*. It is a process that on the surface is similar to the conditioning technique Pavlov used to create a link between the hearing of a bell and salivation in dogs (Dilts 1999). Grinder and Bandler, however, claim that anchoring differs from the classical behaviouristic conditioning. According to them, to establish an anchor, reinforcement is not considered as a necessary prerequisite.

NLP's belief that all behaviour has structure and that excellence can be learned is highly connected to Bandura's *Observational Learning Theory*. Just like in the retention process described by Bandura, where the observer codes or structures the information in an easily remembered form, *modelling* in NLP splits certain behaviour into small processes that can be explained and taught to everybody.

NLP's representational system - *VAK* - also addresses several learning theories such as cognitive learning as well as constructivism and the theory of multiple intelligences. Each individual takes in and stores information in a different way, maybe in pictures, sounds or feelings, and has a preferred representational channel where learning can easily occur. Addressing the individual's preferred representational system and making these systems conscious to the individual are NLP-key elements.

NLP's meta-programme of *chunking-up* and *chunking-down* can be seen as a parallel to *Constructivism* which believes in learning as a search for meaning and requires understanding wholes as well as parts. In NLP, chunking-up relates to gaining a general overview of a topic, whereas chunking-down relates to understanding parts of the whole in detail. Another aspect of NLP that can be seen as a parallel to constructivism is the core principle of NLP "The map is not the territory". It is important to understand the mental models of others and to get deeper insight into them. Constructivism also assumes that the mind filters input from the world and creates its own unique reality; each individual has their *own model of the world*.

## 2.10 NLP and language teaching

NLP was not developed with any applications to language teaching in mind. However, because the assumptions of NLP refer to attitudes to life, to people, and to self-discovery and awareness, it has had some appeal within language teaching to those interested in what we called humanistic approaches – that is, approaches that focus on developing one's sense of self-actualization and self-awareness, as well as to those drawn to what has been referred to as New Age Humanism. (Richards and Rodgers, 2001: 125-126)

Richards and Rodgers mention NLP as an alternative method of teaching language in the second edition of their book *Approaches and Methods in Language Teaching*. Richards and Rodgers define NLP as a humanistic philosophy and a set of beliefs and suggestions, designed to convince people that they have the power to control their own life. According to them, NLP offers a set of humanistic principles that provide either a new justification for well-known techniques from the communicative or humanistic repertoire or a different interpretation of the role of a teacher and the learner which is more learner-centred, and this aspect seems to appeal to some language teachers.

To quote Tony Harris in his article, *NLP: if it works, use it*,

Not only does NLP recognise many of the theories and hypotheses which are frequently referenced, not to say scientifically documented, in cognitive and psycholinguistic studies, but it actively promotes and uses them in the classroom. Labels and jargon are invariably changed so that the metalanguage of SLA is changed in NLP discourse. *Cognitive styles* and *hemispheric involvement* thereby become *metaprograms* or *representational systems* and *múltiple intelligences* respectively. Sometimes theories and hypotheses such as *schema theory* and *the affective filter hypothesis* are reduced to memorable approximations of their original form in sayings like *the map becomes the territory* or *whether you think you can or whether you think you can't, you're probably right* (Tony Harris, 2001: 35-36)

NLP appears to hold much potential for teaching and learning in general. Tosey and Mathison (2003) characterise NLP approach to teaching and learning as follows:

- The Teacher-learner relationship is a cybernetic loop, a dynamic process in which meaning is considered through reciprocal feedback; not a transmission of information from one individual to another, separate, individual.
- People act according to the way they understand and represent the world, not according to the way the world 'is' (i.e. 'the map is not the territory').

- Of prime interest in NLP are the ways in which people represent the world internally, through sensory imagery (principally visual, auditory and kinaesthetic) and language. NLP is particularly interested in the way internal representations are structured, both in themselves (e.g. the location, size, brightness etc. of visual imagery), and dynamically (e.g. as sequences). NLP assumes that the structure of internal representation shows regularities for, and is unique to, each individual.
- NLP also assumes that there are systematic relationships between this structuring and that individual's language and behaviour. A learner's internal representations and processing are reflected, in various ways, in their language and their external behaviour (e.g. non-verbal behaviour). (NLP courses train participants to observe and utilise these aspects).
- Skills, beliefs and behaviours are all learnt (e.g. skills have corresponding sequences of internal representation, often referred to as 'strategies'). Learning is a process through which such representations and sequences are acquired and modified.
- An individual's capacity to learn is influenced strongly by their neuro-physiological 'state' (e.g. a state of curiosity rather than a state of boredom), and by their beliefs about learning and about themselves as learners (rather obviously, beliefs that one is capable of learning and that learning is worthwhile and fun are considered more useful than their opposites). Such states and beliefs are also learnt and susceptible to change.
- Such modification happens through communication between teacher and learner, which takes place through verbal and non-verbal channels, both consciously and unconsciously. The functioning of which human beings are conscious, and which can be controlled consciously, represents only a small proportion of total functioning.
- All communication potentially influences learning. Crucially, teachers' language and behaviour influence learners on at least two levels simultaneously; both their understanding of the topic in question (e.g. the dynamic structure of their internal representations), and their beliefs about the world, including about learning.
- It follows that awareness of choice about one's own language patterns and behaviour as a teacher, and sensitivity to and curiosity about their influence on



and interaction with learner's internal representations, are crucial to effective teaching and learning.

## **2.11 Applications of NLP in Education**

### **2.11.1 NLP for motivation**

Motivation is a very essential element to the learning process. With strong links to the humanistic perspective, NLP and, its concepts and principles play a very important role in motivating learners.

#### *Principles of NLP*

Also referred to as beliefs of excellence, they are a set of beliefs that have evolved through a study of exceptional performances and forms of one of the pillars of NLP.

In order to motivate a learner, as a teacher, we need to understand the learner first. These beliefs of excellence help teachers in understanding every child as unique, having his / her own reality of the world and that because their map of the world is different they understand things differently from each other.

A belief in these principles of NLP helps teachers to understand the positive intention behind a student's behaviour (especially disturbing behaviours) and to find out an alternative behaviour for them. It also helps teachers understand the psychological state of the learner; whether resourceful or unresourceful state. These beliefs enable the learner to understand that every experience is learning – a step towards the goal, encouraging them to look at the positive aspect of every experience.

Here are some beliefs which help motivate oneself and others:

Each person is unique

The map is not the territory

There is no failure, only feedback

There is a solution to every problem

We have within us all the resources we will ever need

The meaning of communication is the response you get

What we recognize about others is true about ourselves

There is a positive intention behind every behaviour

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

The person with the most flexibility in thinking and behaviour has the greatest influence

If you do what you always did, you will get what you always got  
 If what you are doing is not working, do something else, anything else

### *Representational systems*

Teachers often find students who don't seem motivated to participate in the classroom tasks set out for them. Most of the time, it's because the task doesn't involve their preferred representational system.

Example: If the teacher assigns a reading task where the student has to just stand and read aloud, a learner whose preferred representational system is kinaesthetic might find it not motivating enough. If he is allowed to move around while reading it and probably ask him what he feels about the text that he is reading out, it might be motivating.

So using the right representational system and designing tasks to meet their interests is more motivating.

Also, a teacher can help students in becoming more flexible in using all the systems. Teachers can design interesting tasks that can enhance learner's flexibility in working with the systems they use less.

For a student learning a new language, having strong auditory acuity will certainly be beneficial to grasp the pronunciation.

### *Reframing*

One of the best ways to motivate learners is to reframe our own and their thoughts, experience and language.

Examples: "Facing problems" can be reframed as "learning from challenges"

"Don't make mistakes" can be reframed as "apply your learning"

"I have to do this" can be framed as "I love doing this"

"If I don't study hard, I will fail" can be reframed as "If I study a little more every day, I will certainly get good marks"

### *Anchoring*

The teacher can create resourceful states for each learner if she/he is aware of anchoring. Creating anchors to hold to resourceful states would be motivating to learners who easily slip into low confidence levels, depression etc.

The belief of excellence associated with this concept is that "we have within us all the resources we will ever need". We can access these resources whenever we need them by anchoring to those states.

This also helps students realize what they are good at and how they are good at these things and which eventually leads them to understand and use the same strategies elsewhere, in other contexts where they think they are not good at.

### *Modelling*

It helps teachers to motivate learners to learn exceptional behaviour of others as well as their own. It helps learners to understand that they can achieve what they want to achieve by chunking down exceptional behaviours and then use them as a strategy to replicate the same model. Revell and Norman suggest teachers to share modelling strategies with students. Encourage them to share and try out strategies they learn. According to them, if one wants to speak a language like a native speaker, one has to model native speakers.

The belief of excellence associated with this model is that "If one person can do something, anyone can learn to do it".

### *Well-formed Outcomes*

Everyone has goals but not everyone achieves all the goals they have in life. This model helps teachers to enable learners set goals that are well-formed and identify which aspect of the goal is completely under their control and which is not. It also helps learners to break the bigger goals into smaller and easily achievable goals.

### *Neuro-logical levels of change*

Learning takes place at different levels and it is important to keep all the levels congruent. This helps a teacher to enable learners understand the various levels where change can be induced for an effective learning to happen. For a real transformation to happen one needs to know where exactly the problem is and apply change at a higher level.

Example: A learner feels that he is spending more time playing computer games. The problem is at a behaviour level, so the change can be applied at a belief level or identity level or purpose level.

This motivates the learner to have more options to work with a problem and know exactly how the change is going to affect if applied at various levels. The belief associated with this model is that "there is a solution to every problem".

### *Feedback*

Feedback is one of the most influential tools for learning and achievement and this impact can be either positive or negative. NLP has a distinctive way of giving and receiving feedback and very helpful to prepare the learner to welcome the feedback and actively seek it for a real learning to take place.

The beliefs of excellence associated with this are that "there is no failure, only feedback" and "what we recognize about others is true about ourselves". The moment one considers this belief they are no more giving feedback from a higher level but the giver and receiver is at the same level and it becomes easier for the one receiving the feedback to take it constructively.

### **2.11.2 NLP for effective communication**

Communication, whether verbal or non-verbal, is very important aspect of learning and teaching. Learners learning English as a second language view their teachers as role models and the language the teacher uses place a vital role. Being aware of the various representational systems enables the teacher to use enriched communication in classroom. Using enriched communication with sensory specific language and using variety of predicates not only creates impressionable audience but inspires the learners to learn the language with more enthusiasm.

Rapport, another important aspect of learning and teaching, is an essential part of teacher-student relationship. Rapport happens in different stages and being aware of those stages can build an effective teacher-student relationship. In NLP the first stage to rapport is *matching*. It's important to match the styles of the learner – verbal and non-verbal communication and behaviour. This requires noticing facial expressions, hand movements, body posture etc. The second stage is *pacing* – understanding and appreciating things which the teacher knows as true about the learner's map of the world. This needs one to be good at listening skills in order to see through the other person's map of the world. Once the teacher has successfully matched and paced, he/she can lead the learner somewhere different. In a classroom full of learners having different representational system and maps of the world, it is advised to use varieties of predicates

in order to engage everyone and time to time check where everyone is by asking questions or doing an activity or an exercise.

There is a very effective belief of excellence which tells everything about communication - "the meaning of communication is the response you get". In a way this helps the teacher to take complete responsibility of his or her communication in the classroom. If a learner doesn't understand what is being communicated, it's not the learner's problem. Probably the teacher should try a different approach.

NLP beliefs of excellence says "If you do what you always did, you will get what you always got" and "If what you are doing is not working, do something else, anything else"

### **2.11.3 NLP for classroom management**

#### *Perceptual positions*

This model gives an opportunity to learners to look at an experience from a different perspective. This can be used mainly to deal with bullies and disruptive behaviour, and to resolve conflicts. Using this model, teachers can identify the positive intention behind a learner's disruptive behaviour and also help learners to experience a situation from another learner's perspective which eventually resolves conflicts between them.

The beliefs of excellence associated with this model are "what we recognize about others is true about ourselves" and "there is a positive intention behind every behaviour".

## **CHAPTER 3**

### **DATA ANALYSIS AND RESULTS**

#### **3.1 Introduction**

In this chapter, a detailed analysis and results of the data collected through questionnaires is presented. The data were collected and then assessed in response to the objectives posed in chapter 1 of this dissertation. Two fundamental objectives drove the collection of the data and the subsequent data analysis. The objectives were to identify the change in the thinking and language patterns or preferences after the NLP workshop, and to assess the impact of NLP on learning and teaching. A psychological test was, therefore, administered before and after the workshop in order to assess the participant's change in preferences. These objectives were accomplished in the study and the findings presented in this chapter demonstrate the potential for merging theory and practice.

Two instruments were administered to the participants for data elicitation: book version of Keirsey Temperament Sorter (KTS) and online version of KTS. This chapter discusses the results of the questionnaire responded by 17 participants. Before the initiation of the study, the participants were provided with the purpose of the study. Furthermore, the participants have also been given the assurance that all the data they provide will be solely used for the purpose of the research and the identities of the respondents will be confidential.

Before implementing the NLP techniques in these classrooms as a first step, the first questionnaire, book version of KTS, was carried out to identify the preference type of the participants in the first introductory class at English and Foreign Languages University (EFLU), Hyderabad. As mentioned in the previous chapter, there were two more questionnaires which were administered at this time and which are not considered for data analysis. The first one was to understand the participant's thinking and language patterns from the perspective of NLP, the second questionnaire was based on Myers-Briggs Type Indicator (MBTI) and had question concerning the teaching and learning specifically.

After the completion of NLP workshop, around two weeks later, the participants were given online version of Keirsey Temperament Sorter (KTS). Both Questionnaires were self-assessment tools. The participants were asked to choose only one option; their first, spontaneous response to a question which is likely to be the most natural. The question is not “Which one do I do?” but rather “Which one do I do first?” or “Which is most comfortable or reliable?” It is extremely important to realize that the presence of

polarities and the reality of an individual's pull toward a pole does not imply an either/or situation. One is not entirely either an extravert or an introvert. Healthy, normal individuals have and use both poles, but they do have a preference for one over the other.

The researcher mentioned that all questions are compulsory; however, the participants were permitted to omit those questions for which they truly cannot choose between two options. Hence, there was no coercion involved in getting the questionnaires filled.

### **3.2 Research instruments – introduction**

The Keirsey Temperament Sorter (KTS) is a personality inventory that has roots in Jungian philosophy which was revived by Myers-Briggs who later devised Myers-Briggs Type Indicator (MBTI). KTS expands on Myers-Briggs method, stressing four temperaments: Artisan, Idealist, Rational, and Guardian. It measures variables such as *extraverted vs. introverted, sensing vs. intuitive, thinking vs. feeling, and judging vs. Perceiving*.

However for evaluating and interpreting the data, the researcher used MBTI and its 16 personality types and the original eight *function-attitudes* that Jung first presented in his book *Psychological Types* (1921/1971). Jung's *Psychological Types* was translated into English by H. Godwyn Baynes in 1923. Later, Katharine C. Briggs and Isabel Briggs Myers (neither of whom had credentials in Jungian analysis or psychological test development), mother-daughter duo, read Jung's work, spent 20 years studying it, and devised an instrument – the MBTI questionnaire – to assess typology. This assessment tool states that each one of us has an innate fundamental personality type that shapes and influences the way we understand the world, process information, and socialize.

Jung identified only three dichotomies from his observation of consistent difference among people and he believed that they were not attributed to their psychopathology. Initially, he identified two basic attitude types – extraverts and introverts. He later added two more sets of opposite mental functions: two opposite functions of preferences – sensing and intuition, and two opposite functions of judging – thinking and feeling. Briggs observed that individuals differ in the way they relate to the outer world and subsequently added a fourth pair of opposites to Jung's system – judging and perceiving, which they found to be implicit in Jung's writings.

The following section discusses in detail the four dichotomies and five facets for each pole of the dichotomy that Myers-Briggs has identified, and a brief description of the facets within each dichotomy.

### 3.2.1 The Four MBTI Dichotomies and Associated Facets

#### 1. The Opposite Functions of Perception: Sensing and Intuition: *How do individuals prefer to take information?*

#### **The Sensing-Intuition Dichotomy (Functions or Processes of Perception)**

<i>Sensing (S)</i> Focusing mainly on what can be perceived by the five senses.	<i>Intuition (N)</i> Focusing mainly on perceiving patterns and interrelationships.
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#### **The Five Facets of Sensing-Intuition**

<i>Concrete</i> Focus on concrete, tangible, and literal perceptions, communications, learning styles, world view, and values. Trust what is verifiable by the senses, and are cautious about going beyond facts.	<i>Abstract</i> Focus on concepts and abstract meanings of ideas and their interrelationships. Use symbols, metaphors, and mental leaps to explain their interests and views.
<i>Realistic</i> Prefer what is useful, has tangible benefits, and accords with common sense. Value efficiency, cost-effectiveness, comfort, and security.	<i>Imaginative</i> Value possibilities over tangibles and like ingenuity for its own sake. Are resourceful in dealing with new experiences and solving problems.
<i>Practical</i> More interested in applying ideas than in the ideas themselves and like working with known materials using practical, familiar methods. Prefer modest, tangible rewards over risky opportunities for greater gain.	<i>Conceptual</i> Like knowledge for its own sake and focus on the concept, not its application. Enjoy complexity and implied meanings over tangible details. Likely to take risks for large potential gains.
<i>Experiential</i> Trust their own and others' experience as the criterion for truth and relevance and learn best from direct, hands-on experience. Focus more on the past and present than the future.	<i>Theoretical</i> See relevance beyond what is tangible and trust theory as having a reality of its own. Are future oriented and see patterns and interrelationships among abstract concepts.
<i>Traditional</i> Like the continuity, security, and social affirmation provided by traditions, established institutions, and familiar methods. Uncomfortable with fads and unconventional departures from established norms.	<i>Original</i> Value uniqueness, inventiveness, and cleverness to put meaning into everyday activities; enjoy demonstrating their own originality. Believe that sameness detracts from meaning.

Figure 9. The Five Facets of Sensing-Intuition (Naomi L. Quenk, 2009: 10)



## 2. The Opposite Functions of Judgment: Thinking and Feeling: *How do individuals make decisions?*

To quote Quenk from *Essentials of Myers-Briggs Type Indicator assessment*,

The terms chosen by Jung and retained by Myers for these two opposites have some unfortunate potential “surplus meanings.” Therefore, it is important to recognize that *thinking judgment* does not imply the absence of emotion but rather an automatic setting aside of value considerations for the sake of impartiality and objectivity. *Feeling judgment* does not refer to the experience and expression of emotion. Emotion is separate from feeling judgment in that emotion is accompanied by a physiological response that is independent of decision making. Similarly, a Thinking judgment is not more intelligent or correct than a Feeling judgment. In the Jung/Myers theory, Thinking and Feeling describe rational processes that follow laws of reason; that is, they evaluate data using definite criteria—logical principles for Thinking and personal values for Feeling (Naomi L. Quenk, 2009: 7).

## **The Thinking-Feeling Dichotomy (Functions or Processes of Judgment)**

### *Thinking (T)*

Basing conclusions on logical analysis with a focus on objectivity and detachment.

### *Feeling (F)*

Basing conclusions on personal or social values with a focus on understanding and harmony.

## **The Five Facets of Thinking and Feeling**

### *Logical*

Believe that using logical analysis and hard data is the best way to make decisions; focus on cause and effect, pros and cons.

### *Empathetic*

Believe that a decision's impact on people should be primary; focus on important values and relationships; trust own appraisal of what is relevant.

### *Reasonable*

Use sequential reasoning, fairness, and impartiality in actual decision making; are confident and clear about objectives and decisions.

### *Compassionate*

Consider unique and personal needs of individuals rather than objective criteria to be most important in actual decision making; use own values as a basis for deciding

### *Questioning*

Ask questions to understand, clarify, gain common ground, solve problems, and find flaws in their own and others' viewpoints.

### *Accommodating*

Value harmony and incorporation of diverse viewpoints as more effective ways to gain common ground than questioning, challenging, and confrontation.

### *Critical*

Use impersonal critiquing of ideas, situations, and procedures to arrive at truth and avoid the consequences of flawed ideas and plans.

### *Accepting*

Use kindness and tolerance of others to arrive at a mutually satisfying plan or procedure and are open to a broad range of ideas and beliefs.

### *Tough*

Stand firm on decisions that have been thoroughly considered and critiqued and wish them to be implemented quickly and efficiently.

### *Tender*

Having arrived at a decision or course of action, use gentle persuasion and a personal approach to gain others' agreement.

Figure 10. The Five Facets of Thinking-Feeling (Naomi L. Quenk, 2009: 11)

**3. The Opposite Attitudes of Energy: Extraversion and Introversion: *Where does an individual prefer to focus his/her attention – and get energy?***

**The Extraversion-Introversion Dichotomy  
(Attitudes or Orientations of Energy)**

*Extraversion (E)*

Directing energy mainly toward the outer world of people and objects.

*Introversion (I)*

Directing energy mainly toward the inner world of experiences and ideas.

**The Five Facets of Extraversion and Introversion**

*Initiating*

Act as social facilitators at social gatherings, introducing people, connecting those with similar interests, planning and directing gatherings.

*Receiving*

Prefer to be introduced at social gatherings, dislike small talk, preferring in-depth discussions of important issues with one or two people.

*Expressive*

Easily tell others their thoughts and feelings, making their interests known and readily confiding in others. Seen as easy to get to know.

*Contained*

Share thoughts and feelings with a small and select few, rarely confiding in others. Hard to get to know because their reactions are mostly internal.

*Gregarious*

Enjoy being with others and belonging to groups; have many acquaintances and friends and do not make a sharp distinction between friends and acquaintances.

*Intimate*

Have a limited circle of close, trusted friends, preferring to talk one-on-one to people they know well; make a sharp distinction between intimate friends and casual acquaintances.

*Active*

Like direct involvement in active environments, learning best by doing, listening, observing, and speaking rather than by reading and writing.

*Reflective*

Like visual, intellectual, and mental engagement, learning best by reading and writing rather than by listening and speaking.

*Enthusiastic*

Talkative and lively, enjoying dynamic flow of energy in conversations; like being the center of attention and sharing who they are by telling stories; catch others up in their enthusiasm.

*Quiet*

Seem reserved and quiet but often have rich internal responses to what is happening; may have difficulty describing their inner experience in words so may not speak about them.

Figure 11: The Five Facets of Extraversion-Introversion (Naomi L. Quenk, 2009: 11-12)



#### 4. The Two opposite Attitudes toward the Outside World: Judging and

**Perceiving:** *How does an individual deal with the outer world?*

##### **The Judging-Perceiving Dichotomy (Attitudes or Orientations to the Outer World)**

###### *Judging (J)*

Preferring the decisiveness and closure that results from dealing with the outer world using one of the judging processes (T or F).

###### *Perceiving (P)*

Preferring the flexibility and spontaneity that results from dealing with the outer world using one of the perceiving processes (T or F).

##### **The Five Facets of Judging and Perceiving**

###### *Systematic*

Like orderliness and systematic methods at work, home, and in leisure activities; value efficiency and advance preparation, and dislike surprises. Enjoy the comfort of closure that comes with making a decision.

###### *Casual*

Like taking things as they come, using a leisurely approach to deal with both the expected and unexpected; prefer keeping options open by delaying making firm decisions as long as possible.

###### *Planful*

Like making long-range plans for the future, including social events; feel things will not happen as they wish unless they plan in advance.

###### *Open-ended*

Like flexible plans and freedom to choose in the moment, dislike being tied down by long-range plans and prior commitments.

###### *Early Starting*

Plan for a deadline by starting early and working steadily to completion; dislike the stress of having to work at the last minute.

###### *Pressure Prompted*

Work best when pressured by an approaching deadline, effectively bringing together ideas and materials they have been gathering sporadically.

###### *Scheduled*

Like the comfort and security of working with routine, established methods both at work and at home; like the predictability this gives their lives.

###### *Spontaneous*

Work best with constant variety and freedom to decide which tasks to do at what time; are unmotivated by routine, which feels constraining.

###### *Methodical*

Organize and develop detailed plans for a current task, listing and sequencing tasks and subtasks to accomplish the goal.

###### *Emergent*

Plunge into a current task without detailed plans, trusting that a solution will emerge regardless of the starting point.

Figure 12: The Five Facets of Judging-Perceiving (Naomi L. Quenk, 2009: 12-13)

These attitudes describe ways of relating to the outside, extraverted world regardless of one's preference for Extraversion or Introversion. People who prefer a Judging attitude behave in a Judging manner while extraverting (extraverting either Thinking or Feeling, whichever they prefer); people who prefer a Perceiving attitude behave in a Perceiving manner while extraverting (extraverting either Sensing or Intuition, whichever they prefer) (Naomi L. Quenk, 2009: 9).

### **3.3 Assessment**

As mentioned earlier, there was no scoring or value. The questionnaires consisted questions which had two options. The respondents were asked to choose between two options that are familiar and acceptable.

The respondent is asked to choose the option that is most natural, comfortable, and automatic – what he or she does when not under the pressure of a time limit or an external reward or coercion (Naomi L. Quenk, 2009: 31).

The participants were asked to choose only one option; their first, spontaneous response to a question which is likely to be the most natural. The options belonged to either of the poles of the dichotomy viz. Extraversion (E) or Introversion (I), Sensing (S) or Intuitive (N), Thinking (T) or Feeling (F), and Judging (J) or Perceiving (P).

### **3.4 Interpreting the data using MBTI methods**

Both questionnaires consisted of 70 questions; 10 questions belonging to Extraversion (E) – Introversion (I) dichotomy and 20 questions each for the other three dichotomies, namely, Sensing (S) – iNtuition (N), Thinking (T) – Feeling (F), and Judging (J) – Perceiving (P). A total of 29 participants filled questionnaire 1 and 33 participants filled questionnaire 2. 19 students filled both the questionnaires. All the questionnaires were interpreted for results. However, questionnaires of only 19 participants, who filled in both sets, were used for research purpose as the objective was to identify the difference in their preferences. While analyzing the data, questionnaires of 3 more participants had to be left aside because they omitted more than 20 questions in one of the questionnaires and according to Myers-Briggs, three to four omissions on any dichotomy can produce a problematic scoring situation. Therefore, only 16 sets of questionnaires were used for the data analysis.

All the questionnaires were scored for raw points once the data collection procedure was complete. A scoring template was used for scoring the questionnaire

which gave the raw points for each preference pole of the dichotomies. The pole of each dichotomy that had the larger number of raw points was identified as the respondent's preference on that dichotomy. However, if there were equal points on both the poles of a dichotomy they were classified as I, N, F, or P, depending on the dichotomy.

The convention of breaking tied scores in this fashion was set by Isabel Briggs Myers when she constructed previous forms of the Indicator. The basic rationale is that ties are broken in favor of the preference pole that is *less* common or sanctioned in the population at large: A person with split votes on a dichotomy is indicating a pull toward the less popular pole, which may be counteracted by an equal pull toward the more popular pole. The likely preference is therefore hypothesized to be the less popular one. In this reasoning, for example, a person with equal points for E and I is going against the tide that favors an extraverted approach and is therefore probably truly an Introvert struggling to accommodate to what is socially desirable (Naomi L. Quenk, 2009: 48).

An individual's preferences were then summarized in a four-letter code, each letter standing for one of the eight preferences, such as INFP for Introverted, Intuitive, Feeling, Perceiving or ESTJ for Extraverted, Sensing, Thinking, Judging. All possible combinations of preferences yield 16 different types.

All 16 types are seen as valid and legitimate ways of being psychologically healthy, adapted, and successful, though their interests, talents, and general outlooks are likely to be quite different (Naomi L. Quenk, 2009: 9).

### ***8 function-attitudes and 16 personality types***

Introverted sensing: ISTJ and ISFJ

Extraverted sensing: ESTP and ESFP

Introverted intuition: INTJ and INFJ

Extraverted intuition: ENTP and ENFP

Introverted thinking: ISTP and INTP

Extraverted thinking: ESTJ and ENTJ

Introverted feeling: ISFP and INFP

Extraverted feeling: ESFJ and ENFJ

### 3.5 Questionnaire Results

#### 3.5.1 Questionnaire 1

This questionnaire that was administered before the workshop showed in the evaluation that, out of 16 participants, 9 participants had the preference type ESFJ (extraverted feeling) that constituted to 56.25% of the total, 3 participants had the preference type ISTJ (introverted sensing) that constituted to 18.75% of the total, and the other 4 participants showed the preference type ISFJ, INFJ, ISTP, and ESTJ, respectively, that constituted to 6.25% each of the total. Of the 16 types, 10 types constituted 0% of the total. These findings are displayed in the table below. Following the table, further details have been provided.

ISTJ 18.75% Introverted sensing	ISFJ 6.25%	ESTP 0%	ESFP 0%	25% Sensing type
INTJ 0%	INFJ 6.25%	ENTP 0%	ENFP 0%	6.25% Intuitive type
ISTP 6.25%	INTP 0%	ESTJ 6.25%	ENTJ 0%	12.5% Thinking type
ISFP 0%	INFP 0%	ESFJ 56.25% Extraverted feeling	ENFJ 0%	56.25% Feeling type
25%	12.5%	62.5%	0%	N=16

Table 1. The distribution of personality types among the participants before NLP workshop

### 3.5.2 Questionnaire 2

This questionnaire was administered after the workshop and the evaluation showed that, out of 16 participants, 8 participants had the preference type ESFP (extraverted sensing) that constituted to 50% of the total, 2 participants had the preference type ISFP (introverted feeling) that constituted to 12.5% of the total, 2 participants had the preference type ISFJ (introverted sensing) that constituted to 12.5% of the total, and the other 4 participants showed preference types ISTJ, INFJ, ENTP, and ENTJ, respectively, that constituted to 6.25% each of the total. Of the 16 types, 9 types constituted 0% of the total. These findings are displayed in the table below.

ISTJ 6.25%	ISFJ 12.5% Introverted sensing	ESTP 0%	ESFP 50% Extraverted sensing	68.75% Sensing type
INTJ 0%	INFJ 6.25%	ENTP 6.25%	ENFP 0%	12.5% Intuitive type
ISTP 0%	INTP 0%	ESTJ 0%	ENTJ 6.25%	6.25% Thinking type
ISFP 12.5% Introverted feeling	INFP 0%	ESFJ 0%	ENFJ 0%	12.5% Feeling type
18.75%	18.75%	6.25%	56.25%	N=16

Table 2. The distribution of personality types among the participants after NLP workshop



### 3.6 Findings

Before stating the findings, however, one thing should be made clear. It is assumed that every individual has access to all eight preference poles mentioned above by Myers-Briggs – Extraversion *and* Introversion, Sensing *and* Intuition, Thinking *and* Feeling, a Judging attitude *and* a Perceiving attitude.

The underlying rationale for this assumption is that each of these functions and attitudes is necessary for psychological adaptation and therefore is present in every person's psychological makeup. However, each is likely to be used with greater or lesser comfort and facility by an individual (Naomi L. Quenk, 2009: 14).

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

- 1) The data shows a significant difference in the participant's psychological preferences after the NLP workshop.
- 2) Out of 9 participants who got the preference type ESFJ in the first questionnaire, 7 (78%) of them showed the preference type ESFP and the other two participants showed INFJ and ISFJ in the second questionnaire.
- 3) Individuals with ESFJ, in Jungian terms *extraverted feeling type* (EF), teach by personal involvement and example. Younger students and those with special needs are especially appealing to the ES teachers who find rewards in helping others by teaching them basic skills. There is often a great deal of structure and order within a school setting, an environment which many ES teachers find comfortable. Many of them also enjoy being physically active and teaching others physical skills and the importance of working on a team. They are likely to appreciate an interactive classroom with a warm atmosphere. EF teachers tend to use discussion methods and group work. They concern themselves with creating a classroom climate that is conducive to people learning together and are likely to have a philosophy of teaching that centres on the needs and preferences of their learners. They may care less about being experts in their fields than they do about creating a good learning climate – but this is not to say that they do not value or possess expertise. Some EF teachers may venture into reformist roles, especially if they are working in areas such as literacy education or special education. EF teachers are interested in practical knowledge: mutual understanding of others and of social norms. It is common to find EF teachers working in fields that emphasize communication, values, and the understanding of others.

- 4) ESFP individuals, in Jungian terms *extraverted sensation type* (ES), often find careers in education satisfying, especially when working with young children. Elementary and pre-elementary grades sometimes are less formal and structured and offer plenty of opportunities for spontaneous learning experiences. ES teachers enjoy teaching basic skills and helping children get along with one another, a major emphasis in the early grades. They enjoy the activity, energy level, and variety of learning found in elementary school settings. They are likely to enjoy "learning by doing," a preference that is strongly supported in the educational literature. An activity which most learners with Kinaesthetic (K) preference would enjoy. ES teachers arrange demonstrations, field trips, and active learning experiences; they also make frequent use of audiovisual (A-V) materials. It clearly implies that an ES teacher makes sure he or she engages students using all three sensory specific activities i.e. Visual, Auditory and Kinaesthetic (VAK). ES teachers usually active and physically skilful themselves, often enjoy playing sports, learning teamwork, and being active outdoors. They are enthusiastic, encouraging, and supportive coaches and teachers. When a group of students is seen out in the woods collecting and labelling leaves or identifying animal tracks, an ES teacher is likely to be in charge. In their philosophy of teaching, ES teachers may be either learner-centered or teacher-centered. ES teachers are interested in the practical and expressed needs of the learners. ES teachers prefer instrumental knowledge: the concrete understanding of why and how things happen.
- 5) Most of the students (69%) showed a change in only one preference pole (11 participants) whereas, the others (25%) showed change in two preference poles (4 participants) and one participant (6%) retained his earlier preference type, though the percentage differed from the first to the second questionnaire.
- 6) Participants who preferred extraverted attitude (E) before the NLP workshop showed the same attitude after NLP workshop. However, there was one participant whose preferred pole changed to introverted (I) which was due to the tie between E-I preference pole.
- 7) Participants who preferred introverted attitude (I) before the NLP workshop showed the same attitude after NLP workshop. However, one participant showed an extraverted attitude after the workshop.

- 8) It's interesting to note that all 16 participants, except one, had J (judging attitude) as their preference pole before the workshop whereas, 11 participants (69%) showed a shift to preference pole P (perceiving attitude) after the workshop.
- 9) For individuals who prefer a Judging attitude (J), there is a desire to reach a conclusion and make a decision as quickly and efficiently as possible. They tend to be organized, structured, effectively work within schedules, and begin tasks sufficiently early so that deadlines can be comfortably met. Whereas, individuals who prefer a Perceiving attitude (P) desire to collect as much information as possible before coming to a conclusion. They tend to be flexible, adaptable, and spontaneous when operating in the outside world. They work comfortably and effectively when there is pressure of an imminent deadline, and welcome interruptions and diversions because they stimulate new energy and may provide additional useful information.
- 10) It was observed that 6 participants got a tie between poles of dichotomies in the second questionnaire, which was not found in the results of first questionnaire. It shows a balanced approach to attitude types and function types in Jungian terminology.

The analyses of the data presented here is by no means exhaustive, rather this represents preliminary research. Due to constraints of time, I could focus mainly on the changes in preferences of the individuals that play a major role in assessing how we do what we do – teaching and learning in this context. I am sure that a more intensive examination could reveal more from the samples.

## CHAPTER 4

### CONCLUSION AND RECOMMENDATIONS

Chapter 2 of this thesis has presented several possibilities of NLP's application in classroom situations. While reviewing the literature, the researcher also noticed that some of the principles (beliefs of excellence), core concepts, and techniques, which have been discussed in NLP, were not just unique to NLP, but it extended features from Alfred Korzybski's *general semantics*, Noam Chomsky's *transformational grammar* and Milton Erickson's "*Milton model*".

The main aim of the researcher in introducing NLP techniques to the participants was to see in what way the participants who used NLP techniques in their classroom were different from others, but, there lies an underlying assumption in this objective that is, NLP techniques have an impact on the participant's attitude towards teaching and learning. This assumption led the researcher to investigate the change in the attitude i.e. to investigate the change in their psychological preferences as a prerequisite to further research on the impact of NLP on teaching and learning.

It has been mentioned earlier, however, that teacher preferences also have influence on learners. So in order to test the participant's psychological preferences two standardized questionnaires were used before and after the participants were introduced to NLP. The results and findings of both the questionnaires are discussed in detail in chapter 3. After having studied these results one can say that NLP indeed had an impact on the psychological preferences of the participants. Majority of the participants showed a shift from "extraverted feeling" to "extraverted sensing". There is nothing wrong or right in these types. As mentioned in the earlier chapter all types are psychologically healthy, adapted, and successful, though their interests, talents, general outlook, and approaches are likely to be different.

#### *Recommendations*

One can apply NLP techniques with learners only when they have sound knowledge of its techniques and practical training. Not all techniques can be used on anyone as it depends on the rapport one has with other person. Many models of NLP need expertise in using models such as perceptual positions, anchoring, and meta-model. Many people accept that NLP is definitely an enriching element for any training situation. Its openness and flexibility allow a wide range of applications and almost every field NLP

had found its place. NLP is definitely an enriching element for any training situation. Its openness and flexibility allow a wide range of application, the reason why it is successfully applied in almost all fields such as business, sport, counselling, conflict resolution, learning and teaching, performing arts, stress management and therapy. It can be applied almost anywhere, where there is a human activity.

NLP's wide range of concepts leaves it to the teacher and learner to choose the elements they feel comfortable with. Therefore, one cannot deny the status of NLP being a learner-centered approach. The study focused on NLP being strongly influenced by humanistic approach. The study also showed that there was a significant change in the participant's psychological preferences which calls for providing teachers with NLP techniques. It would enable them to choose from the wide range of approaches, techniques that would suit them and help them create an effective teaching-learning environment.

There are schools and institutes in the western European countries that already have NLP being taught as a course and studies show positive impact of NLP applications. In Indian context, it is having its presence mostly in the corporate world. Whether it works in the field of education specifically in language learning would certainly be worth further investigation.

Although the research is complete at this stage, it is by no means exhaustive and it has opened up opportunities to explore more objectives related to NLP in ELT. The researcher hopes this might lay a foundation for further research on NLP in language teaching.

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**APPENDIX 1**  
**QUESTIONNAIRE 1**

Keirsey Temperament Sorter (KTS): Book version given before NLP workshop

Please read the questions and options provided carefully before marking (✓) the preference.

- |  |  |
|--|--|
| <p>1) At a party do you:</p> <p>(a) interact with many, including strangers</p> <p>(b) interact with a few, known to you</p> | <p>10) Are you more drawn to:</p> <p>(a) hard data</p> <p>(b) abstruse ideas</p>   |
| <p>2) Are you more:</p> <p>(a) realistic</p> <p>(b) philosophically inclined</p>   | <p>11) Is it more natural for you to be:</p> <p>(a) fair to others</p> <p>(b) nice to others</p>                         |
| <p>3) Are you more intrigued by:</p> <p>(a) facts</p> <p>(b) similes</p>   | <p>12) In first approaching others are you more:</p> <p>(a) impersonal and detached</p> <p>(b) personal and engaging</p> |
| <p>4) Are you usually more:</p> <p>(a) fair minded</p> <p>(b) kind hearted</p>   | <p>13) Are you usually more:</p> <p>(a) punctual</p> <p>(b) leisurely</p>  |
| <p>5) Do you tend to be more:</p> <p>(a) dispassionate</p> <p>(b) sympathetic</p>  | <p>14) Does it bother you more having things:</p> <p>(a) incomplete</p> <p>(b) completed</p>                             |
| <p>6) Do you prefer to work:</p> <p>(a) to deadlines</p> <p>(b) just "whenever"</p>  | <p>15) In your social groups do you:</p> <p>(a) keep abreast of others' happenings</p> <p>(b) get behind on the news</p> |
| <p>7) Do you tend to choose:</p> <p>(a) rather carefully</p> <p>(b) somewhat impulsively</p>                                 | <p>16) Are you usually more interested in:</p> <p>(a) specifics</p> <p>(b) concepts</p>                                  |
| <p>8) At parties do you:</p> <p>(a) stay late, with increasing energy</p> <p>(b) leave early, with decreased energy</p>      | <p>17) Do you prefer writers who:</p> <p>(a) say what they mean</p> <p>(b) use lots of analogies</p>                     |
| <p>9) Are you a more:</p> <p>(a) sensible person</p> <p>(b) reflective person</p>  | <p>18) Are you more naturally:</p> <p>(a) impartial</p> <p>(b) compassionate</p>   |

- 19) In judging are you more likely to be:  
(a) impersonal  
(b) sentimental
- 20) Do you usually:  
(a) settle things  
(b) keep options open
- 21) Are you usually rather:  
(a) quick to agree to a time  
(b) reluctant to agree to a time
- 22) In phoning do you:  
(a) just start talking  
(b) rehearse what you'll say
- 23) Facts:  
(a) speak for themselves  
(b) usually require interpretation
- 24) Do you prefer to work with:  
(a) practical information  
(b) abstract ideas
- 25) Are you inclined to be more:  
(a) cool headed  
(b) warm hearted
- 26) Would you rather be:  
(a) more just than merciful  
(b) more merciful than just
- 27) Are you more comfortable:  
(a) setting a schedule  
(b) putting things off
- 28) Are you more comfortable with:  
(a) written agreements  
(b) handshake agreements
- 29) In company do you:  
(a) start conversations  
(b) wait to be approached
- 30) Traditional common sense is:  
(a) usually trustworthy  
(b) often misleading
- 31) Children often do not:  
(a) make themselves useful enough  
(b) daydream enough
- 32) Are you usually more:  
(a) tough minded  
(b) tender hearted
- 33) Are you more:  
(a) firm than gentle  
(b) gentle than firm
- 34) Are you more prone to keep things:  
(a) well organized  
(b) open-ended
- 35) Do you put more value on the:  
(a) definite  
(b) variable
- 36) Does new interaction with others:  
(a) stimulate and energize you  
(b) tax your reserves
- 37) Are you more frequently:  
(a) a practical sort of person  
(b) an abstract sort of person
- 38) Which are you drawn to:  
(a) accurate perception  
(b) concept formation
- 39) Which is more satisfying:  
(a) to discuss an issue thoroughly  
(b) to arrive at agreement on an issue
- 40) Which rules you more:  
(a) your head  
(b) your heart

- 41) Are you more comfortable with work:  
(a) contracted  
(b) done on a casual basis
- 42) Do you prefer things to be:  
(a) neat and orderly  
(b) optional
- 43) Do you prefer:  
(a) many friends with brief contact  
(b) a few friends with longer contact
- 44) Are you more drawn to:  
(a) substantial information  
(b) credible assumptions
- 45) Are you more interested in:  
(a) production  
(b) research
- 46) Are you more comfortable when you are:  
(a) objective  
(b) personal
- 47) Do you value in yourself more that you are:  
(a) unwavering  
(b) devoted
- 48) Are you more comfortable with:  
(a) final statements  
(b) tentative statements
- 49) Are you more comfortable:  
(a) after a decision  
(b) before a decision
- 50) Do you:  
(a) speak easily and at length with strangers  
(b) find little to say to strangers
- 51) Are you usually more interested in the:  
(a) particular instance  
(b) general case
- 52) Do you feel:  
(a) more practical than ingenious  
(b) more ingenious than practical
- 53) Are you typically more a person of:  
(a) clear reason  
(b) strong feeling
- 54) Are you inclined more to be:  
(a) fair-minded  
(b) sympathetic
- 55) Is it preferable mostly to:  
(a) make sure things are arranged  
(b) just let things happen
- 56) Is it your way more to:  
(a) get things settled  
(b) put off settlement
- 57) When the phone rings do you:  
(a) hasten to get to it first  
(b) hope someone else will answer
- 58) Do you prize more in yourself a:  
(a) good sense of reality  
(b) good imagination
- 59) Are you more drawn to:  
(a) fundamentals  
(b) overtones
- 60) In judging are you usually more:  
(a) neutral  
(b) charitable
- 61) Do you consider yourself more:  
(a) clear headed  
(b) good willed
- 62) Are you more prone to:  
(a) schedule events  
(b) take things as they come

- 63) Are you the person that is more:  
(a) routinized  
(b) whimsical
- 64) Are you more inclined to be:  
(a) easy to approach  
(b) somewhat reserved
- 65) Do you have more fun with:  
(a) hands-on experience  
(b) blue-sky fantasy
- 66) In writings do you prefer:  
(a) the more literal  
(b) the more figurative
- 67) Are you usually more:  
(a) unbiased  
(b) compassionate
- 68) Are you typically more:  
(a) just than lenient  
(b) lenient than just
- 69) Is it more like you to:  
(a) make snap judgments  
(b) delay making judgments
- 70) Do you tend to be more:  
(a) deliberate than spontaneous  
(b) spontaneous than deliberate

**APPENDIX 2**  
**QUESTIONNAIRE 2**

Keirsey Temperament Sorter (KTS): Online version given after NLP workshop

Please read the questions and options provided carefully before marking (✓) the preference.

- |   |   |
|---|---|
| <p>1) I consider myself</p> <p>(a) a good conversationalist</p> <p>(b) a good listener</p>                      | <p>10) Common sense is</p> <p>(a) usually reliable</p> <p>(b) frequently questionable</p>   |
| <p>2) Facts</p> <p>(a) speak for themselves</p> <p>(b) illustrate principles</p>                                | <p>11) It is better to be</p> <p>(a) just than merciful</p> <p>(b) merciful than just</p>   |
| <p>3) I often see</p> <p>(a) what's right in front of me</p> <p>(b) what can only be imagined</p>               | <p>12) With people I'm usually more</p> <p>(a) gentle than firm</p> <p>(b) firm than gentle</p>                                   |
| <p>4) I feel that the greater fault is to be</p> <p>(a) too compassionate</p> <p>(b) too dispassionate</p>      | <p>13) I'm more a kind of</p> <p>(a) serious and determined person</p> <p>(b) easy going person</p>                               |
| <p>5) I'm more often</p> <p>(a) a cool-headed person</p> <p>(b) a warm-hearted person</p>                       | <p>14) I love to</p> <p>(a) nail things down</p> <p>(b) explore the possibilities</p>   |
| <p>6) When finishing a job, I like to</p> <p>(a) tie up all loose ends</p> <p>(b) move on to something else</p> | <p>15) People consider me as</p> <p>(a) easy to approach</p> <p>(b) somewhat reserved</p>   |
| <p>7) I tend to</p> <p>(a) make up my mind quickly</p> <p>(b) pick and choose at some length</p>                | <p>16) I'm a person with</p> <p>(a) a strong hold on reality</p> <p>(b) a vivid imagination</p>                                   |
| <p>8) I prefer to</p> <p>(a) say right out what's on my mind</p> <p>(b) keep my ears open</p>                   | <p>17) I believe that children often do not</p> <p>(a) make themselves useful enough</p> <p>(b) exercise their fantasy enough</p> |
| <p>9) It is worse to</p> <p>(a) have your head in the clouds</p> <p>(b) be in a rut</p>                         | <p>18) It is worse to be</p> <p>(a) a softy</p> <p>(b) hard-nosed</p>   |

- 19) I see myself as basically  
 (a) thick-skinned  
 (b) thin-skinned
- 20) I tend to notice  
 (a) disorderliness  
 (b) opportunities for change
- 21) It is preferable mostly to  
 (a) make sure things are arranged  
 (b) just let things happen naturally
- 22) I'm the kind of person who  
 (a) doesn't miss much  
 (b) is rather talkative
- 23) I prefer stories which have  
 (a) action and adventure  
 (b) fantasy and heroism
- 24) I tend to be more  
 (a) sensible than ideational  
 (b) ideational than sensible
- 25) I think of myself as a  
 (a) tough-minded person  
 (b) tender-hearted person
- 26) On the job, I want my activities  
 (a) Scheduled  
 (b) Unscheduled
- 27) I prefer agreements to be  
 (a) signed and sealed  
 (b) settled on a handshake
- 28) I'm inclined to be more  
 (a) hurried than leisurely  
 (b) leisurely than hurried
- 29) Waiting in line, I often  
 (a) stick to business  
 (b) chat with others
- 30) I speak more in terms of  
 (a) particulars than generalities  
 (b) generalities than particulars
- 31) I tend to be more  
 (a) factual than speculative  
 (b) speculative than factual
- 32) When in charge of others I tend to be  
 (a) firm and unbending  
 (b) forgiving and lenient
- 33) I'm more comfortable in making  
 (a) critical judgments  
 (b) value judgments
- 34) I'm more comfortable  
 (a) after a decision  
 (b) before a decision
- 35) Clutter in the work place is something I  
 (a) take time to straighten up  
 (b) tolerate pretty well
- 36) When asked to volunteer for a public event,  
 (a) I hurry to give my name first  
 (b) I hope someone else will volunteer
- 37) I find visionaries and theorists  
 (a) somewhat annoying  
 (b) rather fascinating
- 38) I'm more  
 (a) observant than introspective  
 (b) introspective than observant
- 39) In making up my mind I'm more likely  
 (a) to go by data  
 (b) to go by desires
- 40) I value in myself more that I'm  
 (a) Reasonable  
 (b) devoted

- 41) What rules me more?  
(a) my thoughts  
(b) my feelings
- 42) I prefer to work  
(a) just whenever  
(b) to deadlines
- 43) Interacting with new people  
(a) brings in lot of energy  
(b) taxes my reserves
- 44) I'm more inclined to feel  
(a) down to earth  
(b) somewhat removed
- 45) I'm inclined to take what is said  
(a) more literally  
(b) more figuratively
- 46) What appeals to me more is  
(a) consistency of thought  
(b) a harmonious relationship
- 47) I get swayed more by  
(a) convincing evidence  
(b) a touching appeal
- 48) At work, it is more natural for me to  
(a) point out mistakes  
(b) try to please others
- 49) I usually want things  
(a) settled and decided  
(b) just pencilled in
- 50) I considered myself as  
(a) an outgoing person  
(b) a private person
- 51) I'm drawn more to  
(a) fundamentals  
(b) overtones
- 52) I'm more interested in  
(a) what is actual  
(b) what is possible
- 53) In hard circumstances, I'm sometimes  
(a) too unsympathetic  
(b) too sympathetic
- 54) In a heated discussion I  
(a) stick to my guns  
(b) look for common ground
- 55) I feel better about  
(a) coming to closure  
(b) keeping my options open
- 56) I'm more satisfied having  
(a) my work in progress  
(b) my work finished
- 57) At work I feel comfortable  
(a) being sociable with my colleagues  
(b) keeping more to myself
- 58) I'm more frequently  
(a) a practical sort of person  
(b) a fanciful sort of person
- 59) I like writers who  
(a) use metaphors and symbolism  
(b) say what they mean
- 60) I take it as a compliment if someone says  
(a) I'm a logical person  
(b) I'm a sentimental person
- 61) I wish more for myself,  
(a) strength of will  
(b) strength of emotion
- 62) In most situations I'm more  
(a) deliberate than spontaneous  
(b) spontaneous than deliberate

- 63) I'm very  
(a) routinized  
(b) unpredictable
- 64) At a party, I love to  
(a) interact with different people, even strangers  
(b) interact only with my friends
- 65) I'm more likely to trust  
(a) my experiences  
(b) my ideas
- 66) It is easier for me to  
(a) put others to good use  
(b) identify with others
- 67) People can disappoint me by being  
(a) warm and considerate  
(b) frank and straightforward
- 68) In sizing up others, I tend to be  
(a) friendly and personal  
(b) objective and impersonal
- 69) I tend to choose  
(a) rather carefully  
(b) somewhat impulsively
- 70) I more often prefer  
a) final unaltered statements  
b) tentative preliminary statements



**APPENDIX 3**  
**EVALUATION TABLE FOR QUESTIONNAIRE 1 AND 2**

	E1 II		S1 N1		S2 N2		T1 F1		T2 F2		J1 P1		J2 P2	
	a	b	a	b	a	b	a	b	a	b	a	b	a	b
1			2		3		4		5		6		7	
8			9		10		11		12		13		14	
15			16		17		18		19		20		21	
22			23		24		25		26		27		28	
29			30		31		32		33		34		35	
36			37		38		39		40		41		42	
43			44		45		46		47		48		49	
50			51		52		53		54		55		56	
57			58		59		60		61		62		63	
64			65		66		67		68		69		70	
			3		4		5		6		7		8	
			S1 N1		S2 N2		T1 F1		T2 F2		J1 P1		J2 P2	
			+S2 +N2		+T2 +F2		+J2 +P2							
1		2	3		4	5		6		7		8		9
			S		N	T		F		J		P		

**Steps to determine the typology**

1. Transfer the answers from the test sheet to the answer sheet below. (put 'X' in the 'a' or 'b' box for each number)
2. Add the number of times 'X' occurs in each column and enter the total in the box directly below the associated column.
3. All totals with the same letters should be added together to form the new letter total. (ex: S1+S2 = S)
4. Circle the highest value for each pair of letters. (ex: E or I, S or N, T or F, J or P)
5. The resulting 4 letters represent the typology.

**APPENDIX 4**  
**QUESTIONNAIRE 1a**

*(Based on NLP)*

Name: \_\_\_\_\_

Gender: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Native: \_\_\_\_\_ State: \_\_\_\_\_

Languages known: \_\_\_\_\_

Educational qualifications: \_\_\_\_\_

Number of years of experience as a teacher: \_\_\_\_\_ Subject taught: \_\_\_\_\_

Name of the university from where you are pursuing B.Ed.: \_\_\_\_\_

\_\_\_\_\_

1. When I find difficulty in remembering a spelling, I
  - (a) write the word in my book.
  - (b) spell the word.
  - (c) refer to the dictionary.
  - (d) close my eyes and imagine the word.
2. While going for an interview, I am more likely to find myself
  - (a) saying out loud "I can do it", "don't worry" etc.
  - (b) imagining how I'm going to walk in, sit and talk to the interviewers.
  - (c) checking out for the best outfit.
  - (d) praying god to help me get through the interview.
3. When I have to change a little to make a mark in school interviews, I would probably
  - (a) make changes in my resume.
  - (b) change my dressing style.
  - (c) bring some liveliness in my voice.
  - (d) bring some feel in my language.
4. While preparing for my final exams. I am more likely to think about
  - (a) not repeating the previous mistakes.
  - (b) applying the previous learning.
  - (c) not spending more time on questions I don't know the answer for.
  - (d) attempting those questions first to which I know the answer.
5. When I plan a trip, I'm more likely to
  - (a) think of the problems that might arise while organizing the trip.

- (b) begin to imagine how wonderful the trip would turn into and work on it.
  - (c) see what is required to make the trip enjoyable and interesting.
  - (d) think of some problems I experienced on a similar trip.
6. While setting my goals as a teacher, I'm more likely to think about
- (a) what should be taught in order to achieve the outcomes.
  - (b) what I want to teach in order to achieve the outcomes.
  - (c) the standards that should be achieved.
  - (d) the outcomes that I want for myself and students.
7. While setting my goals in life, I'm more likely to think about
- (a) what I should achieve.
  - (b) what I want to achieve.
  - (c) what I should do to achieve my goals.
  - (d) what I am willing to do to achieve my goals.
8. I know I'm being a good teacher when,
- (a) I'm being appreciated.
  - (b) it's a feeling from within.
  - (c) my students and their parents are happy.
  - (d) my students don't complain about me or say bad about me.
9. I know I'm in a state of extreme happiness when,
- (a) people around me are very happy.
  - (b) I feel relaxed and light.
  - (c) there is no chaos around me.
  - (d) I don't have any complains or problems in my life.
10. With respect to people around me and those who are close to me, I find myself (with respect to the way I dress, I behave, I talk, my skills and talents)
- (a) unique; stand out from the rest.
  - (b) similar to others in many aspects.
  - (c) looking out for differences.
  - (d) identifying with them.
11. After explaining to your students the outline of an impending project, if someone says "it sounds good but I can't see how it's going to work out". You are most likely to
- (a) explain to him about the project in a clear manner.
  - (b) draw the outline of the project on a sheet of paper.
  - (c) ask him to start working on the project to get an idea.

(d) advise him to go through the project manual.

12. When your friends say that they find you very reserved, you are most likely to

(a) tell them that you enjoy being considered a reserved person.

(b) ask them in what way they find you reserved.

(c) think about what makes them feel like that.

(d) start questioning yourself "am I really very reserved?"

13. If a friend comes to you and says he felt that you ignored him, your immediate response would be

(a) "No, I did not ignore you, you might be mistaken".

(b) "Oh! I ignored you? What did I do to make you feel like that?"

(c) "I'm sorry, I made you feel like that but I'd never wanted to ignore you".

(d) "Why do you say that?"

14. You believe that

(a) all students are same.

(b) each student is different but there is just not enough time to help each one individually.

(c) it's a teacher's job to teach each individual according to his or her learning style.

(d) while everyone has strengths and weaknesses, too much is made of intelligences and learning styles.

15. You just attended an impressive seminar which you thoroughly enjoyed. You are likely to hear to the statements given below as an answer to how the seminar was.

Which one do you approve?

(a) We all really enjoyed it.

(b) I am sure everyone enjoyed it.

(c) I thoroughly enjoyed it.

(d) None of the above.

16. In the first week of my school as a teacher, I'm most likely to build rapport with other teachers by

(a) talking to them.

(b) sitting with them and sharing some of my ideas.

(c) trying to understand each one of them individually.

(d) sitting and listening to them without much talking and trying to match their non-verbal behaviour.

17. When I find a very good quality in any of my colleagues, I'm most likely to
- (a) appreciate her or him.
  - (b) find out how they do what they do.
  - (c) start admiring that person more.
  - (d) wish that I also had that quality.
18. When a student says he feels uncomfortable performing in front of the class as he would be humiliated for not being confident, I'm more likely to
- (a) ask him not to feel tensed, as many great leaders had this difficulty when they all started.
  - (b) ask him to imagine how he would feel being appreciated by others.
  - (c) ask him to imagine people saying good about him.
  - (d) assure him that the class will not humiliate him, it's all in his mind.
19. When parents approach me with a belief that their son or daughter is a “slow learner”, I would rather
- (a) counsel the parents that the child is not a slow learner but rather it's the failure to meet students' specific learning needs.
  - (b) ask them to see the school psychologist.
  - (c) conduct a proficiency test to understand his level.
  - (d) learn about the child's interests and encourage their' involvement in activities they usually succeed.
20. When someone puts forth his/her point of view to which I don't approve, I am more likely to
- (a) enjoy having a good argument.
  - (b) use the pattern: Yes, I do agree but...
  - (c) respect their point of view before I put forth mine.
  - (d) agree to what they say to avoid argument.
21. When a student fails to score passing marks in your subject, I would
- (a) advise him to prepare well for the next time.
  - (b) ask him where he went wrong.
  - (c) ask him what he had learnt out of this experience which he can apply while preparing for his next exam.
  - (d) take this as a feedback for myself and give more attention to those students who scored less marks.
22. While giving feedback about a student whom you find to be playful and teasing other students in class, which statement below are you more likely to use?
- (a) Your child is very playful and tends to tease others in class though he is good at times.

- (b) Your child seems to be a little mischievous at times but he is good at studies.
- (c) I find your child very special with lots of energy and it would be great to see him practicing more friendliness with his classmates.
- (d) I find your child very active with lots of energy but he tends to tease his classmates in a playful manner which affects others.

23. I would want to be identified as

- (a) the best teacher
- (b) a unique teacher
- (c) a role model
- (d) a perfect teacher

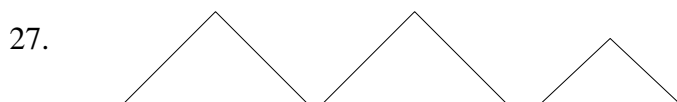
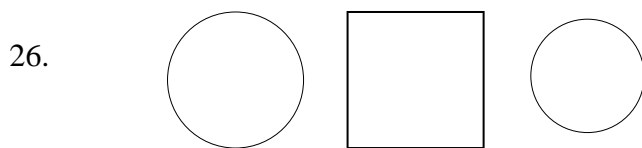
24. When I see my student bullying his classmates frequently, I am most likely to

- (a) punish him/her.
- (b) inform his/her parents.
- (c) switch his/her position with other students and ask him/her to feel how it is being bullied by others.
- (d) challenge him/her to behave in a friendly manner for a whole day and reward him/her for that.

25. How often do you practise English outside the classroom?

- (a) most often
- (b) often
- (c) occasionally
- (d) hardly ever

Write one statement describing the set of figures you see below (Q. 26 and Q. 27)



28. How do you present your ideas about your vision for the school and its students?
29. If you are given a chance, what changes would you like to bring to the current educational system?
30. How does being a language teacher serve the purpose of your life?

**APPENDIX 5**  
**QUESTIONNAIRE 1b**

(Based on MBTI)

Tick ✓ the box below 1 to *strongly agree*, 2 to *agree*, 3 to *disagree* and 4 to *strongly disagree*.

1. When you find a student making all attempts in seeking your attention, you are most likely to
 

	1	2	3	4
(a) tell him/her that because of his/her behaviour others don't get much of a chance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) appreciate him/her when s/he waits for his chance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) tell him the impact of his/her behaviour through a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) you allow him/her to speak but only for limited time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
  
2. When you notice a student staring at walls/ceiling most of the time, you are most likely to
 

	1	2	3	4
(a) talk to him/her to find out what really bothers him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) comment "you will not find answers on the ceiling".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) do something different to bring his/her attention back to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) warn him/her not to do that again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
  
3. When you find a student finding difficulty in speaking English, you are most likely to
 

	1	2	3	4
(a) explain to him/her that if he doesn't take the initiative now, s/he will never be able to, in future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) appreciate him/her whenever he attempts to speak English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) suggest to him/her that it would be good if he reads newspapers and story books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) suggest to him/her that it would be good if he speaks in English with friends and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
  
4. You notice a student who often seems to be very quiet in the class and when questioned he says that he is not intelligent like others. How would you respond to him/her?
 

	1	2	3	4
(a) You probe more into understanding his/her idea of intelligence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Take some personal sessions for him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Appreciate him/her for being quiet and make him/her realize the significance of contributing to the overall learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Tell him/her that s/he won't achieve anything by being quiet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. It is your first week of school, you are more likely to think about

- |   | 1                        | 2                        | 3                        | 4                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| (a) starting the curriculum.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) allowing students to get to know you better.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) teaching the students your rules and enforce them strictly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) getting to know each student through games and activities.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Tick ✓ the box below 1 for *more often*, 2 for *often*, 3 for *rarely* and 4 for *never*.

6. When you find a student being inattentive in class, you are most likely to

- |   | 1                        | 2                        | 3                        | 4                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| (a) call out the student's name and ask him/her to repeat what was just said. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) talk to him/her after the class to know if s/he is facing any difficulty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) appreciate him/her when s/he pays attention.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) do some new activity to bring his/her attention back.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Which of the below are you more likely to do when you are happy?

- |  | 1                        | 2                        | 3                        | 4                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| (a) Stay at home and listen to songs.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Go out with friends and have fun.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Stay calm and enjoy the moment to the fullest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Share your happiness with others.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. When you find yourself in a very stressful state, you are more likely to

- |  | 1                        | 2                        | 3                        | 4                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| (a) stop talking to people around and take time for yourself.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) discuss with close friends about the problem.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) watch a movie or listen to songs.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) go to the nearby park where you get to play with children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. What do you do when you find a student misbehaving in a class?

- |  | 1                        | 2                        | 3                        | 4                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| (a) Warn him/her that s/he can be expelled because of this behaviour       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Try to find out the underlying motivation behind his/her misbehaviour. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



- (c) Tell him a story to make him understand what the impact of his behaviour on others is.
- (d) Discuss the problem with principal to seek an intervention.
10. How do you know when you have done a good job?
- |  | 1                        | 2                        | 3                        | 4                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| (a) It's a feeling of satisfaction from within.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Your work is being appreciated.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) When your work is considered as unique.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) When you are able to keep up to the standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
11. While assigning project to your students, you are more likely to
- |  | 1                        | 2                        | 3                        | 4                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| (a) give them enough time and not fix any deadline .           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) fix a deadline, time management is important.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) give the project outline and ask them to follow strictly . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) give complete freedom in doing the project.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
12. Which of the qualities mentioned below do you think you possess as a teacher? Mark ✓ any one of them for each option
- (a) approachable  or strict
- (b) empathetic  or impartial
- (c) well-prepared  or spontaneous
- (d) hard-working  or humorous
13. What student is best qualified to be a class monitor? Mark (✓) any one of them for each option.
- (a) good listener  or conversationalist
- (b) observant  or introspective
- (c) spontaneous  or scheduled
- (d) friendly  or firm
14. As a student you admired a teacher because she or he
- (a) did not give many assignments.
- (b) taught everything in detail so that every student understood.
- (c) had her lessons well-planned.
- (d) arranged a time to sit and help us out if we had a hard time with a project.

Choose and mark (✓) the one towards which you are naturally inclined

15. You prefer doing

- (a) many things at a time
- (b) one thing at a time

17. You like to

- (a) challenge others' view
- (b) avoid arguments and conflicts

19. You value people who are

- (a) logical
- (b) empathetic

21. You choose to do things

- (a) your own way
- (b) the usual way

23. You make decisions based on your

- (a) intuition
- (b) experience

25. You like to be

- (a) well-organized
- (b) spontaneous

27. You value your time when you are

- (a) with people around
- (b) alone

16. You tend to

- (a) follow the conventional beliefs
- (b) question conventional beliefs

18. You prefer to

- (a) plan things in advance and stick to them
- (b) take things as they come

20. What seems to be a greater error to you

- (a) being too compassionate
- (b) being very objective

22. While making a decision, you

- (a) seek comfort only after finalizing a decision
- (b) keep your options open

24. You tend to

- (a) use metaphors and analogies
- (b) be specific and give detailed instructions

26. Your interest is mainly in

- (a) accomplishing the task
- (b) the process of task accomplishment

28. In public events you are likely to

- (a) take hold of the on stage activities
- (b) stay behind the curtains and organize the event