**Neuro-Linguistic Programming and EFL Teachers’ Professional Identity**

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**Abstract**

This paper reports the results of a study investigating the relationship between Neuro-Linguistic Programming (NLP) and English as a foreign language (EFL) teachers’ professional identity. To this end, a sequential explanatory mixed methods design was adopted. In the quantitative phase, 148 Iranian EFL teachers filled out NLP questionnaire developed by Pishghadam, Shayesteh, and Shapoori (2011) and Teacher Professional Identity questionnaire developed by the researchers. As for the qualitative phase, 20 EFL teachers were selected to participate in a semi-structured interview. The selection of the teachers for both phases of the study was based on their willingness to participate, so they were selected non-randomly based on convenience sampling. In the quantitative data analysis, descriptive and inferential statistics were employed to find the relationship between the variables of the study. Thematic analysis was also used to analyze the qualitative data. The results of Spearman rho revealed a positive and significant relationship between NLP and EFL instructors’ professional identity.The content analysis also indicated that NLP techniques can enhance the quality of teaching and learning while improving teachers’ knowledge, professional identity, and attitude. Teacher education programs can take advantage of the results of this study to bring alteration in their training frameworks and improve language learning outcomes.

***Keywords:*** *Neuro-linguistic programming (NLP), Teacher Professional Identity, EFL teachers, attitude*