

cc Herbert

cc Chris [REDACTED]  
cc Damian  
cc Glen  
cc Tessa

To Jenny [REDACTED], IATEFL Learner Independence SIG  
Coordinator, [REDACTED] London [REDACTED]

Dear Jenny,

Here is a little piece for the Newsletter- I have suddenly begun to see how powerfully your SIG speaks for a load of students and how you stand out agst mindless communicationalism.

Yours warmly

Mario Rinvoluceri

Inner Voice and language Learning

By Mario Rinvoluceri, Pilgrims, UK

Over the last few months I have both suddenly and gradually become aware of the huge importance that inner speaking and listening may have for some language learners, people who are stifled by the continuous demand in EFL to communicate outwards, inter-personally. These learners are the ones who give themselves a good time when they take themselves off for a walk on their own. They are people whom Howard Gardner ( FRAMES OF MIND ) would describe as having developed their INTRA-PERSONAL intelligence.

I suppose my awakening to the vital work the Learner Independence SIG does on behalf of intra-personally intelligent students has to do with my being a slow learner, as sensible people have been telling me about this area for years: I simply haven't listened well.

Who are these voices?

Here are a few of the voice owners:

Chris Sion who has written a book of exercises that allow people to practise English inside, without having to eyeball an interlocutor. You can get his TALKING TO YOURSELF IN ENGLISH from the ELT bookshop in Banbury Rd, Oxford ( Louis Garnade )

The people at CRAPEL in Nancy, France who were pioneering self-access learning back in the 70's, people like Richard Duda.

Bandler and Grinder, the founders of NLP, who discovered that one of the typical eye movements we all produce is directly connected to the world of inner monologue and dialogue. There are 8 main eye movements, one when you eye contact the person you are talking to, one for touch, sensation and emotion, three for visual thought, two corresponding to thinking in sound and the last one, when you cast your eyes down left, when you are internally in contact with yourself. ( Around half of the left handers in a community [ 10-15% ] have their internal monologue and dialogue position down right [ reversed polarity ] - the rest have it down left, like right-handers. )

Howard Gardner, whose thinking is about to be implemented in Birmingham ( UK ) in Tom Brighthouse's University of The First Age, suggests that people work in eight main intelligences, to wit:

- Musical
- Metaphorical ( a Taoist master, a poet, Jesus using parables )
- Spatial (eg air-traffic controller, architect )
- Kinaesthetic ( karate master, priest in the liturgy)
- Linguistic
- Logical-mathematical
- Inter-personal ( an empathetic manager )
- Intra-personal

Assagioli, who developed Psycho-synthesis out of Jung's thought. When you go to a psycho-synthesis or transpersonal workshop you spend two thirds of the time on your own, meditating, imagining and writing. A lot of your contact with others is about the material you have elaborated in dialogue with self. In this area of therapy work the intra-personal mode is given pride of place.

The impact of all the above thinkers has been heightened for me over the last week by working with Herbert Puchta on a new book which will offer teachers sets of exercises within the the 8 intelligences.

The intelligence that has really stood out for me this week is the intra-personal one and I want to offer you two exercises from this area to try out with your students. Herbert and I would be very grateful for any testing feedback you can let us have.

A. The car journey.

- Ask your students to get into a position they find comfortable. Suggest that some people concentrate better if they close their eyes.

- Tell them they have 6 minutes, that you will time, in which to take an imaginary car journey, a car journey that represents their course so far.

Ask them to notice what kind of car it is, what it looks and feels like inside, how the traffic is, the sort of scape they are driving through, the condition of the road etc....

- at about minute 4 ask them to notice a turning off from their road. Tell them to simply notice it, not to take it.

- at the end of the sixth minute ask them to mentally go back to the turning and to see what it would have been like had they taken it. They may want to explore the turning in the same vehicle or some different way.

- Now ask the students to write about their journey experience to show to a classmate later, or to write about it as a secret diary entry, or to find another person and share experiences with them.

( Learnt from Hazel Guest at a transpersonal psychology week-end )

#### B. Day-dreaming

- ask your students how their mother tongues get the idea of daydreaming across. Italian talks about " dreaming with open eyes " etc...

- Ask the students to take down the dictation below ( where there are gaps you add in questions that would be relevant to the way you day-dream.)

- When do you day-dream?

- Where do you day dream?

- When did you last day-dream?

- .....

- How , exactly, do you go off into a day-dream?

- How long does your day-dream last?

- .....

- Is your day dream mostly smells or colours or voices or something else?

- How, precisely, do you typically come out of a day dream?

- .....

- Do you like your day-dreams?

- Can day-dreams scare you?

- Have you often talked about your day-dreaming to other people?

- .....
- Has anybody ever told you to stop day-dreaming?
- What is the difference, for you, between day dreaming and thinking?
- How much have you day-dreamed during this dictation?

- Now ask the students to pair off and discuss their answers to the questions or to take pen and paper and to write about their reflective experience.

IF YOU USE THESE EXERCISES WITH YOUR STUDENTS, PLEASE SEND US FEEDBACK, preferably in the form of letters from your students addressed

" Dear Herbert and Mario,.....

Take care.

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