

HLE7.DIGITAL
Humanizing Language Teaching

Dear All,

It is Sunday morning after the course and I feel at a good distance from Friday. You guys are not thumping round my brain as strongly as sometimes happens.

I have learnt masses. How not to expect NLP things to "go in" straight off, on first presentation. I don't expect students to pick up the DO DID system in English straight off- why should folk pick up NLP bits straight off? Both English and NLP are languages that can only be used efficiently if internalised and this takes a moment. Any language is a sort of attack on the person's immune system.

I have had the thrill of working with some people who I know are better at the subject than I am, to whom I always love this when I am language teaching. I would rush to a workshop on Feedback and Observation led by B██████, Gr██████ or Go██████. Teaching people whose powers in the subject area strike me as greater than my

own both scares me and thrills me. You must have had this experience too, from time to time when you have "taught"/secretly sat at the feet of a language genius.

I have to solve the problem that M■■■■'s need for the security of clear structure poses. It is clear from some of your questionnaires that one or two people on Friday still thought that I had worked to a premeditated plan all through the week. Not the case. My course model was the psychodrama one, which goes a bit like this:

- provide a warm-up, since closed-down, arms-folded people cannot be expected to work.
- work from your estimation of what is coming up in the group. "Follow the smoke" and you will soon feel and see where the fire is.

- give the group choice, but within alternatives that all fit in with the direction you feel the group needs.

- you carry the animation responsibility at conscious and other levels, so your job is to make the moment by moment decisions, the day by day decisions. Do not hide behind apparently democratic procedures. (For example, on Friday I felt it was more important to follow up Simon's work and to drum in the message "the map is not the territory" than to launch us onto the thrilling ocean of metaphor- do you know the Lakoff books: METAPHORS WE LIVE BY and FIRE WOMEN AND OTHER DANGEROUS THINGS? The books are exciting linguistically, psychologically and philosophically.

It would have been fun to have:

- offered you individual tutorials
- offered you more work in the written channel
- used music in a variety of ways
- taken you further in the area of Never Lower

Prices.

- done some animal obs stuff
- worked with you for two weeks- I have a problem with pacing a one week course.
- used the technique of commenting on my animation decisions just after they happened more systematically.
- worked on the introduction of all the ideas we worked on to language students. You can run one third of a language course on reflexion, though you have to dose it in gently or some students get grumpy.

Some stray thoughts:

- I have rarely enjoyed process so much as when asking J■■■■ about her Japanese story pictures. Without content I could feel the brilliance. Whoops- for Gr■■■■ the story was not Japanese.

- I felt very dubious about stealing group time and telling that bear story- there I did ~~as~~ as a number of people in the group wanted- they went outside the menu I proposed. It was complicated as I checked for narcissism and then thought the story might have a useful anchoring function. I enjoyed the telling and felt marvellous on acht, neun, zehn. For a second I WAS that bear. NLP can be like that.

- Refusing H■■■■'s offers to work more deeply on herself was odd-feeling but I felt I had to keep within the sort of contract we had- this was a communications course, not a "tissues" workshop.

- a feeling that B■■■■ is so empathetic as a listener that what she needs is to sometimes check on boundaries and not get subsumed into the other- I sometimes have that problem myself so maybe I am projecting.

- not having worked directly on projections was a serious flaw in this course.

- I had worked with M■■■■ in the context of big groups before she joined our group. It was marvellous to see her face go from quizical/ thoughtful to radiant. When I told B■■■■ (7) " I have been married for six years and I have known my husband for 5 " he said: " Her husband was away at one of those schools where you don't come home for the first year". Have you explored your students' maths ideas? With some, to notice this part of their thought is good for them.

I could go on with memories but it may be more interesting for you if I talk about books:

NLP

Influencing with Integrity- Genie Z Laborde- Syntony Publishing- 1984

Explains basic NLP concepts to businessmen. Easy language, presumably on premise that they are illiterate, to omo imas. Excellent section on congruence, the business of really wanting what you tell yourself you want.

Master teaching Techniques, Bernard Cleveland, The Connecting Link Press, 1984

Clear text. Addressed to teachers. Has added nothing at all to NLP cannon. A Cromwellian square head. Exercises you can use with students if you want to let them in on NLP.

Righting the Emotional Conveyor Belt- Michael Grinder, Metamorphous Press, 1991

Combines real thought in the NLP area with massive knowledge of current US educational reaserch. Needs several reads- at least this what what I found. Rich food.

Solutions- Leslie Cameron-Bandler, Real People Press, 1985

NLP in use in sex therapy. Extraordinarily clearly written- you see techniques really working- eg use of isomorphic (same shape) metaphorical stories to move people round blocks.

Beliefs- Robert Dilts. Metamorphous Press, 1990. How he helped his Mum to realise SHE could chase cancer from her cells. A technically demanding read.

Tools for Dreamers, Dilts, Meta Publications, 1991. The ways he has "modelled" people of outstanding excellence. Buy any book you can find by Dilts. He is the most wholesome end of NLP, in my view.

There are about 500 titles in a full NLP biblio.

Psychodrama

Teaching Myself, Bernard Dufeu, OUP, 1994 (forthcoming)
English version of Sur les chemins d'une pédagogie de l'être (not "hetre"). He examines the secret demands that teachers make on students, that lie behind odd statements like "X is a good student". He also sets out a new way of empathetically teaching students that he calls psychodramaturgie linguistique. Brilliant book. My main continuous supervisor, teacher trainer. Has had a major influence on many of my colleagues too. To get the French version write to Bernard at 186 Rilke Allee, Lerchneberg, Mainz, Germany. My model for your course was adapted Bernard. His work would give a massive deepening to action research.

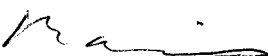
Acting-in - Practical applications of Psychodrama methods- Howard Blatner, Springer, 1973
and

Psychodrama for the timid clinician, Eva Leveton, Springer, 1977.

Both these books give clear, none technical intros to psychodrama. Much better than starting with Moreno who writes awful English.

John Morgan's section in the Recipe Book (Pilgrs Longman) has neat psychodrama things domesticated to EFL.

Happy reading,



Mario.