

2nd Thursday

Dear 14,

You will remember the exercise we did early in the course about how you tackle the different stages of a course. We are now starting the last 5% of the time together and this is the time people buy presents for those back home. I wonder how good you are at managing this part of our process?

I worked with M. on her monitor and found that she hears and scribbles words she is not sure how to spell when she is writing. When speaking, she will often foresee, or rather, forehear, a mistake ahead. She will stop, pause to give herself time to think, and then a better sentence will come to her inner ear, coming from behind, and then she will say it. She will have a feeling of success and she set up a little straighter.

Why should we care how you correct mistakes orally?

Here are some of my personal reasons:

1. I want to know, consciously, about my own and other people's processes.
2. As a teacher I want to know what I am interfering with when I correct my students.
3. Discovering the brilliance of other people's processes fills me with awe, respect, and wonderment.

Yours warmly

ps: Thank God for computers, eh?

Core of
question, ma.