

To J [redacted]
Re work done on Monday, Jan 8th.

We did not deal with the book's addressee problem: is it for students to manage their teachers/ for trainers to manage their teachers/ for trainees to manage their trainers/ for authors of textbooks to manage their teachers and students. These political, power questions we elegantly avoided tho they had been on our phone agenda.

Is this book A: language exercises drawing on the dynamite of NLP

. B: aimed at allowing teachers options in their classroom behaviours : eg using voice and position anchoring for certain modes of teaching , like grammar.

C: aimed at teaching students and teachers NLP hand in hand, just in the way the Process book does this? This approach would be super-relevant with business folk in Orange Street who nearly all need a communications course as much as a language course.(Why don't we BOTH run a pm option of this sort?

Without any formal decision we flowed nicely into looking at possible language exercises based on looking with NLP eyes at LANGUAGE, more than classroom behaviour.

The NLP specs we put over our NLP eyes were metaprograms.

SIMILARITY versus DIFFERENCE had us jumping about:

1. Respecting this meteprogram, you present the comparative area of grammar with choice:

sameness structures: eg: as.... as
the same as
are... both
ditto....

Differ structures: -er than...
more than
less than
different from/to etc....

In EFL terms, NLP is here offering a presentation re-ordering of language elements a la Wilkins 1976

2. INTER LANG CONTRASTIVE

Difference people will naturally contrast everything new in TL with L1- lots of contrastive exercises will be in order.

Difference people will also shift frame and,, once they have a bit of L2, will contrast what they know already with what's new coming in (de la G. parameter L and partly P. 3)

*Sheryl
Tui*

Exercise in which you give sts sentences like these to comment on: (having done a typical NLP two object comment on ex)

Ta queuele	shut your trap
fous le camp	piss off
fiche moi la paix	Give us a break
T'es fou?	you mad?

you get them to classify their thought in S or D categories.

3 INTRA-LANGUAGE CONTRASTIVE

Synonymity may please sameness people
it may make D people suspicious

Maybe a D. pteacher will tend to teach present perfect IN CONTRAST with simple past.

Maybe, because I think I am a SAMENESS person I hate intra language contrastive teaching:

POR confuses PARA

GA confuses WA

SER confuses ESTAR

Pres simple confuses Pres cont

maybe this focus is good for Differences students?

J■■■■ it seems that EFL is dominated by DIFFERENCE people- think of the very bizarre process of seeing PU OFF as an equivalent for POSTPONE simply because it is semantically. How about time of L1 learning, depth of belonging to the language ? etc.....

IS our book about blowing the whistle on some EFL nonsenses|?

4. TOWARDS and AWAY People

Stevick's lathophobic aphasia at 23 is a clear example of the extreme failure of the 100% AWAY FROM motivation

Most exam writing is AWAY (I got a top scholarship to Queens at 18 because I swapped from AWAY to TOWARDS when I went from the Lope de Vega poem to the Gongora one)

My mother was AWAY- my father was TOWARDS.

Are all the EFL " good learner strategies " TOWARDS?

Why am I getting over associated and morally hot under the collar?

J■■■■ you are an excellent addressee- funny to be reflecting back to you , your own, my, our thoughts.

5. SELF Ref versus OTHER ref

This is central in the area of language correction. How does a teacher get contract to correct an intensely self

Cul / Con

To say la hombre is just yukky - I hate Anglo-saxons getting French genders wrong because I hear myself out there fucking up with them (eg my mother in law).

self r
becomes
other

6. SELF representation of the MONITOR:

M: abstract Grammar Visual. good before utterance.

Yours?

Mine: a an auditory angelo custode (why is this angelo custode business so strong with me? - why not a diavolo custode, eg?

7. How do people represent the language plateau internally?

A mercredi avec nos collegues argentines- a lundi chez moi ou chez toi, peu importe.

La mise en page, faible qu'elle soit, m'est importante.

un gran abbraccio,

Mario.

column of acceptability

you can

you should

you have to

levels of acceptability

Il più ~~vicino~~
vicino

TITLE

The widest

Necessity (based on outside pressure)

POSSIBILITY

Wilkins versus

Alexander

versus

Cortina de Cat

Foreign lang as a huge