

Dear Good-to-be-back-with People,

I really had a marvellous time at Q■■■■'s session yesterday evening on Bernard Dufeu's work. This for a number of reasons:

- a) I would be able to learn language from her very easily and hearing her in Urdu was beautiful
- b) there is a lyricism about LPD exercises which she brought out lightly and fully, at least for me
- c) In her English I could hear echoes of B■■■■'s way of expressing himself in French which had come to Q■■■■a through German.

So I was receiving Bernard phrasing from French via German and via Qudsiya. The two of them really switched my language and my interpersonal intelligences on.

Thank you, Q■■■■ and B■■■■!

Some housekeeping bits and pieces:

if you feel you are graced/inflicted with perfectionism, and I mean both of these, then it would be a pity to miss Simon's talk tonight.

This afternoon I will be showing people short exercises that bolt onto the coursebook while the Irish lady will be doing some wow theatre exercises. I was troubled and gob-smacked when I first saw her working in Feb this year. A major **young** new voice in London EFL. If you teach teenagers this one is a must. If you don't, then the human experience would still make this session much juicier than my technical stuff.

Since tomorrow is our last day together, may I ask you to bring back the books that you were reading, that you are reading or that are currently holding your bedside table steady! When I lose books it is not, mostly, because people are black-hearted scoundrels, but because it is easy to forget an object that has become familiar.

Earlier in the course I suggested that, maybe, the inter and the intra-personal intelligences are the matrix intelligences within in which the others function. In saying this I using a spatial metaphor and it may be the case that for some people the spatial intelligence is the matrix for most of their thought. It may be the case that, when thinking, some people's consciousness is felt to be a mental space.

Today we move into this intelligence area, that I feel is a much more pervasive one than I gather Gardner thinks.

(Notice the extreme "spatiality" of the above sentence, "move into an area" is kinaesthetic-spatial and "pervasive" is spatial)

Which words/ phrases in the following list would you place in the area of the spatial intelligence?

to broaden one's horizons

a slice of bread

Trafalgar Square

our galaxy

in as far as you.....

beyond belief

the gun shot echoed round the mountains

*here, there and everywhere
I'm over the moon about this
she's teetering on the edge of despair
all-encompassing vision
stereophonic sound
she looked at it from every angle.... Etc...
he's looks a bit under the weather*

Maybe the point I am trying to make is that spatial thinking is central to a part of our language thinking, and we are often in spatial images without realising it. Isn't space our main language metaphor for the passage of time?

There is clearly a huge overlap between kinaesthetic thinking and spatial, *in so far as* we feel ourselves moving through space.

I am looking forward to our spatial exploration today.



Mario.

cc Rachel
Sandra
Simon
Penelope

First Wednesday

Dear People eating tonight at the Thomas a Beckett pub, in the shadow of the cathedral,

Let me kick this letter off with a number of "house-keeping" items.

1. We have a table booked for supper tonight down in town. Gathering time: 8.00pm. This is one of the nicest Pilgrims habits, eating all together on the first "Mittwoch" evening. (the German word is so much better: mid week. I really don't relate to much to Odin or Woden, the old Norse God in Wednesday.) The pub is on the corner of Orange Street, where we teach executive students.
2. You have Thursday morning with Gill Johnson: work in the area of the musical intelligence- I will be off N Lping with her group.
3. Monday will be an intensive day on the inter-personal intelligence with Penelope Williams who bi-locates between teaching and counselling. She has a strong background in TA and in Adler work. At lunch you may be able to get her to tell you about the situation inside a high security prison on the Isle of Sheppey where she currently mainly works.
4. Tuesday next you will be working with Simon in the area of the intra-personal and logical-mathematical intelligences. The background to his work is Gurdjieff and Caleb Gattegno, the creator of the Silent Way. Gattegno came to language work from a rigorous training as a mathematician.
5. Wednesday morning will be with Sandra Piai and the MI area to be dealt with has yet to be settled.

I will be back from Turkey by Wednesday lunchtime (I leave for there early on Sunday morning, and will be with you for the second half of next week.

There is a loss in terms of group development when you meet several different tutors, but on an MI course the breadth that is required is best offered by a team rather than by one limited individual.

I personally would jump at any opportunity to be in a group led by any of these colleagues.

I found yesterday interesting: I guess we hit a belief system which says clearly though quietly that L1 is not OK in the L2 Classroom. This belief was made clear in many of your contributions about the bi-lingual, sandwich story and in the comments on the Reversi card game. Maybe the belief was momentarily lulled by the charm of the vlinder/schmetterling/ mariposa/ farfalla activity.

OK, I have learnt to respect belief systems but..... doesn't this one require a bit of examination? I mean there has to be something a bit uncomfortable for Martha as Director enforcing a policy of *no L1 in the L2 classroom*, and yet knowing, as a teacher, that L1 is sometimes in order, indeed efficient and necessary.

I know that yesterday won't have changed your belief, Sofie, but I hope you allow yourself to **hear** the questioning.

Qudsiya, maybe your tutor needs to be questioned as to why they believe that L1 should be permanently banished to the depths of Gehenna

Don't experience and common sense speak agst this point of view?

Gabriela, didn't you pick up a lot of Zonka in very short time, while having no sensible reason for learning this high altitude language?

Let me tell you a story about this **arkutha** who wanted to become a **stratiotis**. If the **arkutha** managed to join the **strato** and become a **stratiotis** she would be freed from living under the **thenthra** in the dark **thaso**. You see our **arkutha then tis arese**, she didn't like (not to her liked) having to **kimithi** whenever she **ide** those bloody **pulia** flying South and the old, yellowing **fila** falling from the **thenthra**. How would you like **na kimithis** all through the **Chimona**?

This morning we will finish work on the language intelligence and move on to the area of the movement intelligence.

Your warmly,

Mario

First Monday

Dear M.I. Group,

Do you write letters to your students? I have found teacher - student correspondences to be a very powerful language acquisition instrument in my work with language students.

Though less central, such correspondences can be useful in the TT context, too. There are possibly people in this group who I can have a more useful contact with on the page than face to face. If you feel like starting a correspondence, than all you have to do is answer this letter.

From an MI point of view letter writing takes place in the intra-personal intelligence area; I am alone in my office as I write to you. You are not there to directly influence my writing and yet I already have the eight of you I met tonight in mind and so in a psychic sense I am not simply alone with myself. When I read an absorbing book I am more on my own than in writing to you. And even then, I am not alone as I am in a sort of communion with the author.

As you come to the end of this letter can I ask you to take several half pages and to start writing short letters to other people in the group. You can write to them about whatever you wish. As soon as you finish a letter, please deliver it to its addressee. If some one writes to you, please answer their letter.

Before starting this activity put you name in big letters on the table in front of you, so it is easy for others to write to you.

I will do my best to stop this activity in 20 minutes' time, though it is a hard one to draw to a close.

Warmly, Yours,

Mario. 

Dear Musical People,

I hope you had a marvellous morning working in the frame of Gill's special type of energy.

One of the strategies for dealing with one's own multiple stupidities is to collaborate with a colleague and get her to supply one's own deficiencies. Hence my swap today with Gill. I was useful to her on her course as I have more experience with NLP than she does. And both classes got a holiday from their main tutor. We are a team, not isolated individuals.

I loved the whoosh of exercises you came up with yesterday afternoon, movement exercises. Pilar, don't forget to give us the text in Spanish and English of your brilliant "apple" exercise.... which makes one think of the Garden of Eden story. These movement exercises are best when they have a strong symbolic meaning.

A word about the group mirror + echo exercise, taken from Dufeu and which we did in various languages. I feel it is particularly powerful because it takes new language direct to the sub-conscious and it is strong both musically and kinaesthetically. It is quite different in the mood it induces in the learner from the much more linguistic and logical mathematical mixed language texts we worked on yesterday, where you were trying to figure the new language out, in a methodical, semantic way. I want to offer my student both ways and many more.

The group mirror and echo activity is one to be used repeatedly, not as a one-off. With low level students I offer them one or two scenes of my own and then ask them to create the scenes, and then tell them to me, so that I can act them for the group. (The teacher input is necessary here for obvious language reasons)

Sofie I am sure going to use your *two lines stepping to right or left depending on whether the person at the front calls out items form one set or for the other.* (numbers or letters of the alphabet).

I began thinking of different sets of words:

words in this life	words beyond
water words	earth words
old fashioned words	young words
etc.....	

I am learning lots on this course for myself as a language teacher.

Good feeling.

Marie



cc Giedrig
Sandra
Simon
Penelope

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Your warmly,

Mario

Dear First Friday People,

I expect you have been on a number of TT courses in your time. I know that Vito collects 'em like others collect stamps! Ilse, you have been on several here on the Hilltop.

What is your methodology for dealing with a course and for managing yourself in the context of the course? How do you manage these stages:

choosing a course
getting myself physically to the course
Day one of the course - meeting the others
half way through (where we are at the moment)
half way through the second half of the course
the closing day of the course
my way home from a course
what I do in my head in the week following a course
*How I manage the **real beginning** of the course which is when I go back to my main teachers, that is to say my students.*

Each of us is on a quite different course and this last week has been mapped hugely differently . In the next few minutes I would ask you to work with two other people and find out how they would classify the many exercises we have done into these four areas:

Exercises I can't wait to try out

Exercises I could usefully share with a colleague teaching mother tongue

Exercises that do not fit with my style of teaching

Exercises that fail to interest me.

It is highly unlikely that you will reach the same categorisation as your two colleagues in the threesome, since each person's mapping of this week is unique.

When you reach this point, please find two people you want to work with and be ready to enjoy how differently from you they may turn out to see and feel things.

Warmly yours,


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