

→ "Judge others by yourself and you shall rarely be mistaken."
(G. I. Gurdjieff.)

1. Don't take what colleagues say about a student as anything more than their own narrow, idiosyncratic mapping --

It is very natural to ask colleagues about a student who is new to you. They will give you information. They will share their prejudices and snap judgements. They will tell you a huge amount about themselves. Their reactions may turn out to have nothing to do with your reactions to this particular student.

2 Don't object to a student's natural way of learning

If a highly auditorily-gifted student takes no notes at all during lessons, don't get upset. Their notes are on tape in their head. Enjoy the way a very visual student will ask you to replicate everything you say on paper or on the board. Go with the learner's flow- on a short course this will give better results than any attempt at process-imposition by you.

3. Don't waste time on the plethora of EFL business materials

Use the students' knowledge, the relevant sections of newspapers, relevant TV material and the web. With actively minded and sometimes brilliant executive students, EFL pap is particularly gruel-like and unneeded.

4. Please don't tell me you don't like 1-2-1's!

- the word *student* is the inevitable one in the context of the *teacher-student* dyad. Occasionally I have heard executive students called *clients*, which is odd as a teacher is not a social worker, or a lawyer, or a therapist.

→ unlike you to define something by what it is not.

- ** When a person looks up left or right or defocuses into the distance they are normally in an inner world of pictures. When their eyes go down to the right, they are mostly in sensations and emotions. Down left usually goes with inner monologue or dialogue while eyes level across right or left goes with hearing sounds, music etc internally.