

First Tuesday,

Dear Fourteen,

I enjoyed the work we did together in the group. It was marvellous to watch the smooth efficiency of the problem-story solution process. It was interesting to watch faces during the number exercises from A's clear efficiency to P's something else!

I was pleased that J could experience an exercise she had first seen presented as a grammar activity now being used as an extremely efficient name learning exercise. A serious way of seeing new sides to an exercise is to use it at different points in the life of a group, *and for different purposes.*

What is amazing is how far away today may well seem to us in 7 or 8 days' time. It will be remembered by some of us as if it were ancient history.

How much of what we did today, M A, can you use with your current students in the reality of the French State School system? This is worth thinking about with each exercise we do.

By the way, are you aware of (do you know about) our web'zine for teachers: HUMANISING LANGUAGE TEACHING? You will find it at < www.hltmag.co.uk > and there is loads of (heaps of/ lots of/ large amounts of) stuff (material) to take a sniff at (have a look at).

People who want weighty articles (serious pieces) will find these, as well as short, highly (extremely) practical ones. The 'zine is awash with (full of) exercises ready-made for class use. You will find a whole section given over to (dedicated to) student voices – how many patients' voices do you find in medical magazines? Please go and give HLT the once over (have a first look at). I hope some of you will write for it.

And now on to your expectations:

Unsurprisingly 10 slips look forward to learning about the Howard Gardner world of teaching ideas.

More surprisingly 8 people speak of simply wanting to enrich their resources as far as practical techniques are concerned.

3 people speak of "not being a boring teacher" and of personal self-renewal.

3 people speak of "cultivating myself" "getting new perspectives on my routines" "gaining self-confidence in speaking English"

3 people want to share experiences with others.

All the other slips were individual ones.

I want to quote a particularly interesting one of B's - she writes:

"How can I become aware of my own learning styles and stop projecting them on to my students? How can I draw in what students have to offer (on learning a language or a subject) COOPERATION".

Do you see how the above gives me quite a strong picture of the group's wish without minimising the different wishes?

Tiredness can be a major problem on a program like ours. Such fatigue can be linguistic

 affective (meeting people in some depth is draining)

 wrong-time-of-day-ish

 to do with what you were doing before coming here

 a tiredness that comes as a sort of defence against too much being crammed down your throat. A kind of gagging tiredness.

As S■■■■ said on Sunday night, it is vital you pace yourself sensibly.

Warmly yours,

Mario.



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Humanizing Language Teaching