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Tuesday

Dear All,

How easy it is to write to you now that I am beginning to know you a wee bit! By its nature the first letter to the class is hard if you have a fairly inter-personally focused mind, as I believe I have.

I would like to thank both C [redacted] and J [redacted] for having made my one-to-ones yesterday really interesting. I speak for myself and am fully aware that their view of the sessions may be quite different from mine.

I do not kid myself that you are on the same course as me. Each of us is on a radically different course and each of us will have seriously different memories of what we think happened yesterday.

I know that Chaz, for example, saw great depth and use in the tempo pacing exercise... which I don't think he had done before. I suspect he sees more in it than I do- remember he and C [redacted] are musicians! I know this because of what he said in the group and because of what he told me after class. Here at least I am not guilty of fantasising, mind-reading or leaping to wonky conclusions.

I was wowed by the excellence of the lesson feedback offered to the group on the visual and auditory behaviours of S [redacted], P [redacted] and C [redacted]. Though I love picking hairs off eggs I could not fault those three!!!

Yesterday morning second period, working on observation rather than its dilutions and adulterations, was vivid for me than and is still sharply delineated in my mind. EFL culture normally mixes up observation and other stuff ( especially opinion and authoritative evaluation) and by doing this messes things up.

As a trainer you are at your most powerful when offering a teacher incontrovertible observational feedback, especially if the teacher has herself asked you to observe certain aspects of her and the students work.

Sure, it is not within the EFL tradition....going right back to Celta days.

Sure, yesterday morning proposed a different way of working to you.

Warmly yours,

Mario



Ps: How about visiting a teacher's **map of her class** without being in the room while she is teaching? Then there is no dreaded "observer effect" (see Rosenthal)

As you come to the end of this letter, maybe J■■■■ can explain what I mean to you as this came up in our conversation yesterday.