

To all the people on the enclosed class list other than Mario

cc J [REDACTED]

Dear September People,

When I worked with J [REDACTED] on the second Thursday she helped me to cope with welling goodbye feelings from inside by drawing on a state of strength..... I found that in my state of strength the key word was ANTICIPATION and the visual part was 165 degree vision, paying attention to the edges. (The resource state I chose, by the way, was the state of anticipation I experience just before meeting a new group. In other words I turned " goodbye " into "Hello".

So it is in the wide-angled, anticipatory mood that I write to you.

Anticipation about what:

a) that gradually, over the next few weeks, you will experience the real language gains from the course. A course is like wine- it needs to settle before the right mixture of tastes come thru. For E [REDACTED] maybe the course will have added to her already rich archive of native speaking voices in the head.

b) Anticipation that some attitudinal and technical bits from the course will somehow do something in your classroom with your students. This is vague because I am not an accurate pedagogical mood forecaster. A very good follow-up to this aspect of our work together would be for you to sniff thru Bernard Dufeu's TEACHING MYSELF, OUP, 1994. If you ever get a chance to work with him in Mainz, Paris or on the Hilltop seize it, as his work with groups is yet better than his book.

c) Anticipation of maybe bumping into some of the Volos mafia (peace to Marina!) and the folk from Thessaloniki when B [REDACTED] and I go to Northern Greece TESOL for the third week-end in October. I want B [REDACTED] to see and feel Greece (he'll surely hear it too!) in the context of L [REDACTED] [REDACTED]'s family. (What a mixture of Cyprus, North Greece and Birmingham L [REDACTED] is).

d) Anticipation of chance encounters with folk like A [REDACTED], J [REDACTED], C [REDACTED], M [REDACTED] etc..... at conferences like the Jornadas Pedagogicas in Barcelona (A [REDACTED], you'll need a safe-conduct to cross all that Catalan territory), like conferences in Holland for subject teachers who work thru English, like the B. Council conferences in Italy and the Fremdsprachen Unterricht

jamborees in Germany.

There are many sudden moments that flash back into mind as I think back over the course:

- ■■■'s suddenly grasping of the solution to the problem of the francs and the time- there was a marvellous intake of breath: she knew she had cracked the problem- what beauty in moments of strong creativity (Second Monday)
- A■■■■'s beautiful poem of instructions to her loved one- A■■■■'s warm ability of evoke, describe and define on the written page in English.
- H■■■■'s request that I correct all her mistakes (on first Tuesday, linked to the things she half expressed after I had worked with C■■■■ around his monitor during the afternoon of the post-course course (second Friday)
- The contrast between C■■■■ when he held back in a discussion and C■■■■ when he didn't- the two seemed in a sort of tension.
C■■■■ explaining the history of Bauernjoergstr, in his address, and his attempts to get it changed.
- M■■■■'s warm help for Evi when she later was reading the stockbroker's letter.
- A■■■■'s excellent wave-lengthing of B■■■■- B■■ said he had the best time with A■■■■.
- L■■'s close and very accurate listening over the whole nine days.
- A one-to-one interview with P■■■■, in which we discussed the usefulness of mirroring and echoing the speech of another. I have to confess, P■■■■, that I did not hold you as strongly in mind in week 2 as I had in week 1.
- A■■■■ I think of in terms of presence and aura rather than in terms of things that happened at this or that moment in the group.
- J■■■■'s clear explanations of how stairways of windmills were needed to keep an area drained because each mill could only raise the water a few feet- even the time-keepers in the group that morning forgot that we were late for coffee. J■■■■ had many of us in the palm of his hand.
- A conversation with E■■■■ on the last Friday in which

she expressed her happiness with the course and described the way her listening had improved. She also said " but despite all this I feel my production has not a changed at all. "

At the party , E [REDACTED] you promised to write and answer my question :

" What would have needed to happen for your production to change ? " John Morgan and I are beginning a book to help teachers who do language improvement courses for teachers of English to think their courses thru better. In the light of this project, E [REDACTED], your reply will be very important to me.

What new things have I done on this course and what new things have I understood:

I think I have presented myself in more roles than before:

- father (by bringing in B [REDACTED] for you to work with)
- client (NLP-wise) by having J [REDACTED] work on a problem of mine in front of the group.
- NLP practitioner (by teaching you NLP bits and by working creatively with C [REDACTED] and E [REDACTED] during the mini-course on the last Friday.
- Language teacher (correcting here and there and inviting you to notice categories of mistake that go beyond the simplicities of lexis, syntax and sounds. (eg voice and rhetoric)
- fellow reader - by sharing a few books with you- I realised that some books are of predictable interest to some people in a middle-aged group.
- Fellow language observer - when I took notes in parallel to you when we had guests in.
- language informant : on the morning when L [REDACTED] and I talked about shopping
- observer of you - all the time and sometimes sharing the things observed there and then or some time later.
- sharer of correspondence - the event that led to that strong discussion on boundaries/ confidentiality/ secrecy

- foreign language learner - tho I spoke almost no Greek with the six, I lived internally a great deal in Greek as the strong Greek presence put me back in the language and the culture. The morning we mumbled stories I did mine in Greek (E■ helped me to find the words for " expressed his gratitude)....

On this sort of course it good if the tutor can also be a co-learner of language through listening for the Greek, German, Spanish and Italian he hears (no Dutch , in my case) in others' English.

- I naturally played a series of roles in your minds that I do not know about. Some of these may have been projections (in which you projected others you know onto me- one person reported one of these) or they may have been roles which made me fit into your reality.

How people see eachother in a group is an interesting area to look at. John Morgan ended his training course by asking people to decide what punctuation marks every other person in the group was.

From your point of view would J■ or L■ have been a , or a ; or an ! Here are some more: - _____
" " [] () . ? / *

You can do this exercise with any symbolic system:

Historical dates : 1648 1945 1453 1066 1492
1815

The chemical periodic table etc.....

Can I round off by wishing you an excellent term and hoping we meet again in your place or back here on the Hilltop some time.

Yours

Mario.