

Dear En[redacted]

Yesterday was, for me, a very En[redacted] day. It started with my ears fully concentrated on the Two Women story and on your marvellous way of using your voice for dramatic effect. This is an ability you need to hone and develop.

That story was incredibly well told.

In addition you invented a new story-telling technique, or you did with R[redacted]:

1. The teacher takes a story most of the students will know - she decides to tell it with many details altered away from how they SHOULD be in the classical form of the story.
2. She tells the altered story.
3. The students either write or tell each other in pairs all about the things she "got wrong"
4. This naturally leads to re-telling of the "correct" story.

A neat and tidy technique based on the human urge to make other people conform!.

Please share this technique with the others when you have finished this letter.

Kemarin was an En[redacted] day for me because we discussed your need for awareness of objectives, your need for overview, your need for clear design and really knowing where you are going. This came up partly in the form of "what is the follow-up?" which perhaps means "Where do I fit all this stuff into my teaching?"

This is something, maybe, that the others too need to discuss in class.

It was an En[redacted] day for me because of your very important remark that you had not previously seen yourself as "Working on the students". I think you said something about not realising that knowing a lot about your students was important. This suggests to me that you work within a "transmission" model of teaching, rather than a "reception" model of teacher. (Giving out, rather than, taking in).

On this course most of my lesson planning time is taken up with being with you three mentally, with recalling what I know from you informationally and directly. I try hard to teach "receptively".

Kemarin was an Enni day because of the ease with which you took to silent teaching. You were very effective and mistressly in your work on number revision with me.

Dear R■■■■t,

Selamat pagi.

You bring up a number of important points, I think, in your letter.

1. If a teacher remembers a few important things he has learnt about his students and makes clear to them that he does remember and VALUE this information, this immensely

strengthens his relationship with them. To remember Ev■■'s home island is a tiny example of this. Remembering and treasuring things I learn from and about my students is central to my teaching.

2. Why not start the mixed-text book writing project right away as a way of usefully using the extra time you currently have, away from both your job and your home responsibilities? It could be an individual project or it could involve all three of you?

Why not prepare the first ten pages- we work on them together, andf then you submit them to an Indonesian publisher?

3. In what way poor? I am not sure what you are saying here? Poor in comparison to En■■i's expressiveness? One of the main messages of NLP is that when you meet some one who does something better than you do, there is the chance to model their behaviour and then take on part of it in your own practice.

Thanks for a clear, reflective letter.

Mario 