

13 SEP 1983

COPY AND  
RETURN

J [REDACTED],  
Dear J [REDACTED],

Since you came to work with the class A [REDACTED] was in her letter gives me an opportunity to explain a bit more about my own personal ~~workway~~ workway with students.

I am sure that the kind of rapport you can feel in her letter to me and mine to her is essential to learning a language in depth. People often talk about language learning as if it were a two dimensional question of extent and quantity, and leave out all questions of feeling, of affective depth. The mother tongue is learnt principally as a vehicle for affectivity- I would suggest that you cannot teach a second language in depth unless affective ties are achieved.

Most of what I do in teacher training is to try and get this fundamental point across.

A [REDACTED] happens to know that my Spanish is more extensive than her English- she wrote her letter to me from Valencia- in one way it would have been technically ~~that~~ natural for her to write to me in Spanish- she didn't, though; ~~because~~ it would have been affectively wrong since our rapport has grown up entirely in the context of a group where English was the medium.

This letter is not very coherent, and yet the point I am trying to get across is very simple: To teach a language put the students in a situation where they have a chance to feel thru the target language.

This way of doing things implies a quite new brand of teacher with a radically new quiver of skills.

Yours,

