

Pilgrims™

English Language Courses

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Dear Colleagues from around Germany,

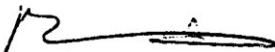
In a way each individual has mixed language levels within. In my own case I speak and understand ~~the~~ spoken Modern Greek a lot better than I read it. My writing is by far the worst of my five skills. In the fifth skill, talking to myself, I do pretty well in Greek. Aisthanomai entaxi. (I feel good)

So it is natural that any class-group will be wildly variously-skilled, especially when the learning group^s comprise students from very varied educational and class backgrounds. Our students are not equally strong in each of their intelligences and I guess Howard Gardner is right when he suggests one can teach a given subject through intelligences other than the obvious one. So, for example you can teach primary maths through the spatial intelligence rather than through the logical-mathematical one. The author of **Math for Humans** tells how he helped a six year old who could not get her head round the notion of simple addition. He noticed she was divine at drawing and so he asked her to make a picture for each addition equation. She would only be able to do the sum by recalling the picture.....so at first she did not understand mathematically . After a few months of such "transposed" work , something clicked and she grasped addition as a concept. By reaching the little girl through her strong intelligence, this teacher saved her as a mathematician.

Are twenty percent of our student^s strong in the linguistic intelligence? Maybe we need to try and reach the 80% via other routes, relying on other intelligences in which they are stronger.

(By the way, I have found that writing letters to my classes is a powerful way of offering them real, target-language, "I-thou" text[Ⓢ] and this reaches them usefully, in ways I cannot manage when speaking publicly to the whole group.) Do you write letters to your classes. Very simple as a way of reaching out.

Warmly yours,



Mario

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