# The Silent Way

#### The goals of teachers

- Using the language for self-expression
- Developing independence from the teacher
- Developing inner criteria for correctness

#### The role of the teacher

- A technician or engineer
- Respects the autonomy of learners

#### The role of students

- Actively engage in exploring the language
- Learning is their personal responsibility

**Charecteristics of teaching/learning process** 

- Studying language through its basic building blocks , sounds
- Learn how to read and pronounce words properly
- Focus on the structures of the language
- A great deal of practice without repetition for its own sake
- Students gain autonomy by exploring it and making choices
- They take respoinsibility for their learning

### **S-T interaction**

- The teacher is silent
- "Force awareness"
- Listening attentively and silently working with students on their pronunciation
- Speaks to give clue not to model the language

### **S-S interaction**

- Desirable
- Encouraged

### The feelings of students

- Self-expression
- Overcome negative feelings
- To cooperate with one another
- Relaxed, enjoyable learning environment

#### The language

• Each language has its own unique reality

#### The culture

• Inseperable from the language

#### Areas of language

- Pronunciation- the greatest importance
- Focus on grammar structures but no explicit rules are given
- Vocabulary is restricted at first
- No fixed, linear, structural syllabus

#### Language skills

• All four skills but reading and writing is based on oral work

#### Native language

- No translation
- Used when necessary
- Used in feedback sessions
- If possible, positive transfer

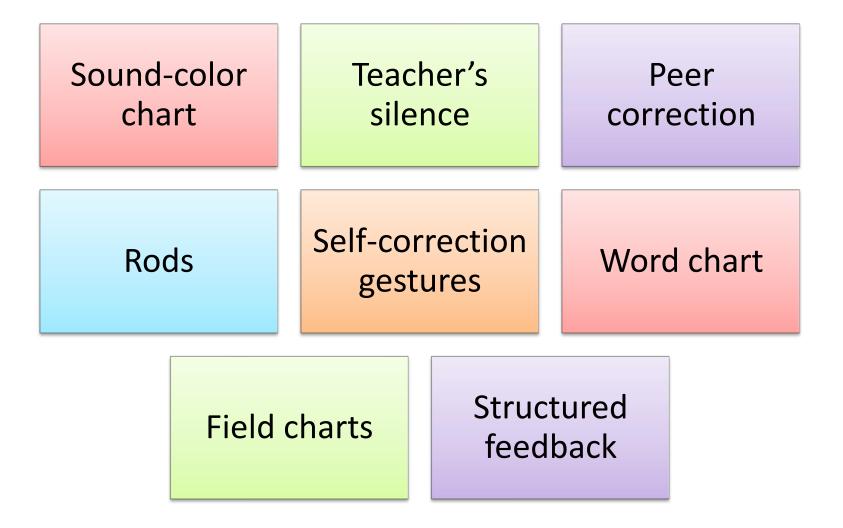
#### Evaluation

- No formal test, but assessment all the time
- No praise or criticism of student behaviour
- Looking for steady progress, not perfection

#### **Student Errors**

- Natural, indispensable part of learning process
- Exploring the language from errors

### **Reviewing the Techniques**



### References

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