

The Silent Way

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Outline:

- Peculiarities
- Language theory
- Silence
- Principles
- Teaching materials

The Silent Way

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Caleb Gattegno

1963

- emphasises the autonomy of the learner
- the teacher's role is to monitor the students' efforts
- students are encouraged to have an active role in learning the language
- pronunciation is seen as fundamental
- uses a structural syllabus, and structures are constantly reviewed and recycled

- The choice of vocabulary: functional and versatile words seen as the best
- Translation and rote repetition are avoided
- Language is practiced in meaningful contexts
- Evaluation is carried out by observation

language itself “is a substitute for experience, so experience is what gives meaning to language”

...grasp the "spirit" of the language (the way each language is composed of phonological and suprasegmental elements that combine to give the language its unique sound system and melody) and not just its component forms .

Silence

- to focus students' attention
- to elicit student responses
- to encourage them to correct their own errors

Teachers are still active:

- mouthing words
- using hand gestures
- encourage students to help their peers

Principles:

- Teachers should concentrate on how students learn, not on how to teach
- Imitation and drill are not the primary means by which students learn
- Learning consists of trial and error, deliberate experimentation, suspending judgement, and revising conclusions
- learners draw on everything that they already know, especially their native language
- The teacher must not interfere with the learning process

These principles situate the Silent Way in the tradition of discovery learning, that sees learning as a creative problem-solving activity.

An important part of this ability is being able to use the language for **self-expression**; students should be able **to express their thoughts**, feelings, and needs in the target language. In order to help them achieve this, teachers emphasize self-reliance.

Students are **encouraged to actively explore the language**, and to develop their own '**inner criteria**' as to what is linguistically acceptable.

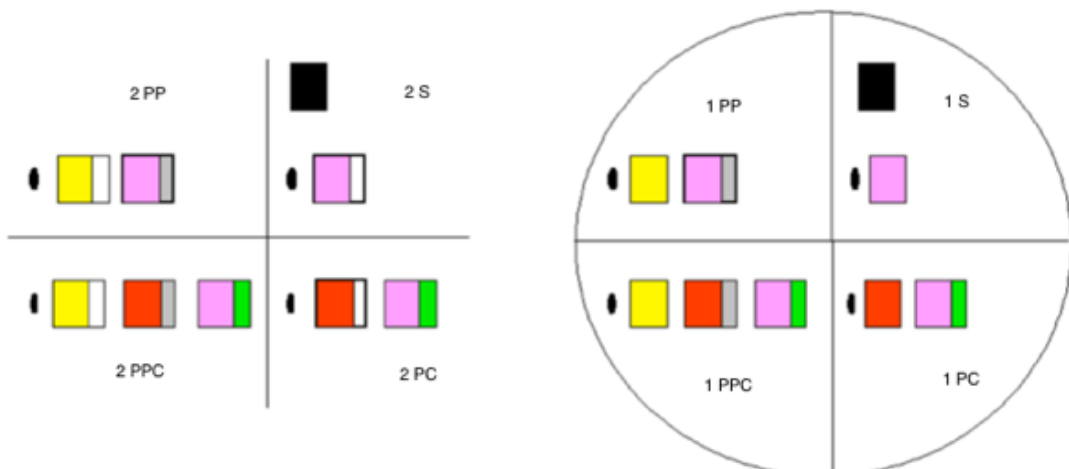
Specialized teaching materials

- Cuisenaire rods (Maria Montessori)



- **In the Silent way used to:**
- to *demonstrate* most *grammatical structures*
- to *show sentence and word stress*, rising and falling *intonation* and *word groupings*,
- to *create a visual model* of constructs, for example the English verb tense system*
- to *represent physical objects*: clocks, floor-plans, maps, people, animals, fruit, tools, etc. which can lead to the creation of stories told by the students as in the video
(<http://www.youtube.com/watch?v=Yvb2VFUKQv4>)

ENGLISH VERB TENSE SYSTEM



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ENGLISH VERB TENSE SYSTEM

BEFORE YESTERDAY

I had played

YESTERDAY

I did play
I played

How long? For...
When...? from... to...

BEFORE AND AT A MOMENT YESTERDAY

I had been playing

How long? For...
Since when? Since...

AT A MOMENT YESTERDAY

I was playing

while



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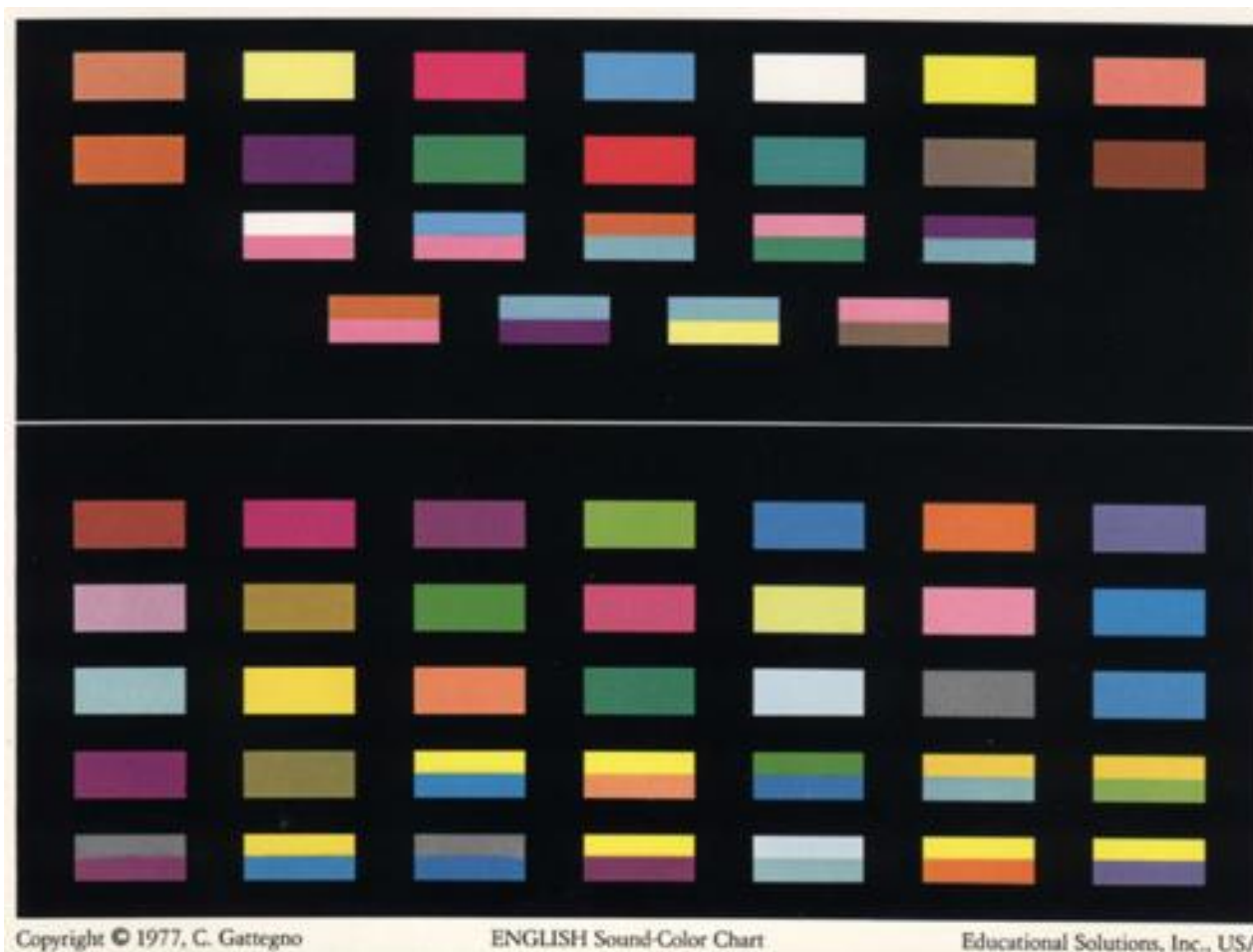
- The method also makes use of color association to help teach **pronunciation**; there is a sound-color chart which is used to teach the language sounds, colored word charts which are used to teach **sentences**, and colored Fidel charts which are used to teach **spelling**.

Fidel (spelling charts)

a ai	u o oe ou oo up	i y ey u o ie e ui hi ee ea is	e le ea ai u a ay ei ae eo	o oh ho ow au ou a	a e u o i y ou ie ough hea lou eou	ar er ur or ir yr our ier r he re ure oar	al la io ol eo el ui ae he err	or er ur ere urr ir ear olo our err	l y i igh ie eye ye eigh is ais ei ir	o a ou oo au oa aar hou augh ort ore ure owe	a ay ey eigh aigh ei ea ai ao au et ae	u eau ue ew eu eue ieu lew ui ewe you	e ee ea ow owe ie oh ew eau ough eo au oo ou ot	a are ai air hai heir ea ear e ere eir ayor ayer	a ar are ah aar ear er arrh arre au	o oo oe ough ou u ue ui ew wo eu oeu	oo ou hou ow ough e ere ie ier eir ir	ee ear ea ear e ere ie ier eir ir	ai ay	o oir	oir					
p pp pe ph	t tt te ed cht ct bt pt tte th	s ss se 's z zz ze si x	s ss se 's c ce sw st sc sch ps sse sce sth	m mm me mb gm mn lm mme	n nn ne kn pn gn mn dne	f ff fe ph lf gh ft ffe pph u	f v ve lve ph	d dd de ed ld	y u i j	l ll le lle	th the	th the h	w wh o u	k kk ke ck ch c lk qu quo cch che cc cqu kh	r rr re rh wr rrh	b bb be bu	h wh	g gg gu gh gue	sh ch t s ce che ss sch sc ci c	ch tch che t	s z ge	ng n ngue	j g d dge ge gg dg dj	qu cqu	x xe xc cc	x x

- The Fidel is a set of charts presenting all the possible spellings of each sound of the language
- was originally created for teaching native speakers to read with Words in Color.

Sound/color rectangles chart



American English Word charts

*a rod -s -s blue brown
green red yellow black
take color not give 's
and as it to this 's
his two white here too
orange the is her them
these do another that
an the one are he me
put end him back there*



The End

Thank you!