

The silent Way

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Our Agenda

- Theoretical background
- Goal
- Principles
- Techniques
- Advantages
- Disadvantages

Its Main Goal

to help beginning-level students gain basic fluency in the target language, with the ultimate aim being near-native language proficiency and good pronunciation

ITS MAIN GOALS



Use the language for self-expression-to express their thoughts, perceptions, and feelings



Develop independence from the teacher, to develop their own inner criteria for correctness

Its Main Principle

Teaching should be
subordinated to learning

ITS MAIN PRINCIPLES

language learning

1

- Language is for self expression.

2

- Languages of the world share a number of features.

3

- Each language also has its own unique reality, or spirit, since it is the expression of a particular group of people.

ITS MAIN PRINCIPLES

language learning

4

- Their culture, as reflected in their own unique world view, is inseparable from their language.

5

- Language is not learned by repeating after a model. Students need to develop their own "inner criteria" for correctness-to trust and to be responsible for their own production in the target language.

ITS MAIN PRINCIPLES

language learning

6

- Learning takes place in time. Students learn at different rates.

7

- The elements of the language are introduced logically, expanding upon what students already know.

ITS MAIN PRINCIPLES

language learning

9

- Some learning takes place naturally as we sleep. Students will naturally work on the day's lesson then.

10

- Learning involves transferring what one knows to new contexts.

ITS MAIN PRINCIPLES

Teacher's role

1

- The teacher should start with something the students already know and build from that to the unknown.

2

- The teacher should give help only when it is necessary.

3

- Silence is a tool.

ITS MAIN PRINCIPLES

Teacher's Role

4

- Students should receive a great deal of meaningful practice and exercises without repetition to insure their facility with the language..

5

- The teacher works with the students while the students work on the language.

ITS MAIN PRINCIPLES

Teacher's Role

6

- The teacher can gain valuable information from student feedback

7

- If the teacher praises (or criticizes) students, they will be less self-reliant. The teacher's actions can interfere with students' developing their own criteria.

ITS MAIN PRINCIPLES

Students' Role

1

- Language learners are intelligent and bring with them the experience of already learning a language.

2

- Students learn they must give the teacher their attention in order not to miss what she says. Student attention is a key to learning.

ITS MAIN PRINCIPLES

Areas of Emphasis

1

- Languages share a number of features, sounds being the most basic.

2

- Since the sounds are basic to any language, pronunciation is worked on from the beginning. It is important that students acquire the melody of the language.

3

- There is also a focus on the structures of the language, although explicit grammar rules may never be supplied.

ITS MAIN PRINCIPLES

Instruction Process

1

- The skills of speaking, reading, and writing reinforce one another.

2

- All four skills are worked on from the beginning of the course, although there is a sequence in that students learn to read and write what they have already produced orally.

3

- Vocabulary is somewhat restricted at first.

ITS MAIN PRINCIPLES

Instruction Process

1

- The students begin their study of the language by studying its sound system.

2

- The sounds are associated to different colors using a sound-color chart that is specific to the language being learned.

3

- The teacher first introduces sounds that are already present in the students' native language, and then progresses to sounds that are new to them.

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Students' Errors

1

- **Students' errors are seen as a natural, indispensable part of the learning process. Errors are inevitable since the students are encouraged to explore the language. The teacher uses student errors as a basis for deciding where further work is necessary.**

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Students' Errors

2

- **Students are allowed to self-correct to be able to retain them. Students need to learn to listen to themselves and to compare their own production with their developing inner criteria. If the students are unable to self-correct and peers cannot help, then the teacher would supply the correct language, but only as a last resort.**

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Classroom Interactions

1

- For much of the student-teacher interaction, the teacher is silent. He is still very active, however-setting up situations to "force awareness, "listening attentively to students' speech, and silently working with them on their production. When the teacher does speak, it is to give clues, not to model the language.

ITS MAIN PRINCIPLES

Classroom Interactions

2

- **Student-student verbal interaction is desirable and is therefore encouraged. Students should learn to rely on each other and themselves. Students need to learn to listen to themselves and learn from each other.**