

# The Silent Way

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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

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 )



## -Rods:

- Rods can be used to provide visible actions or situations for any language structure, to introduce it, or to enable students to practice using it.
- Rods are used to teach colors, numbers, and statements with prepositions and conditionals.
- Rods can be used abstractly as well.
- The teacher can use rods to represent each word in a sentence or to elicit the sentence from the students.

- **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>)

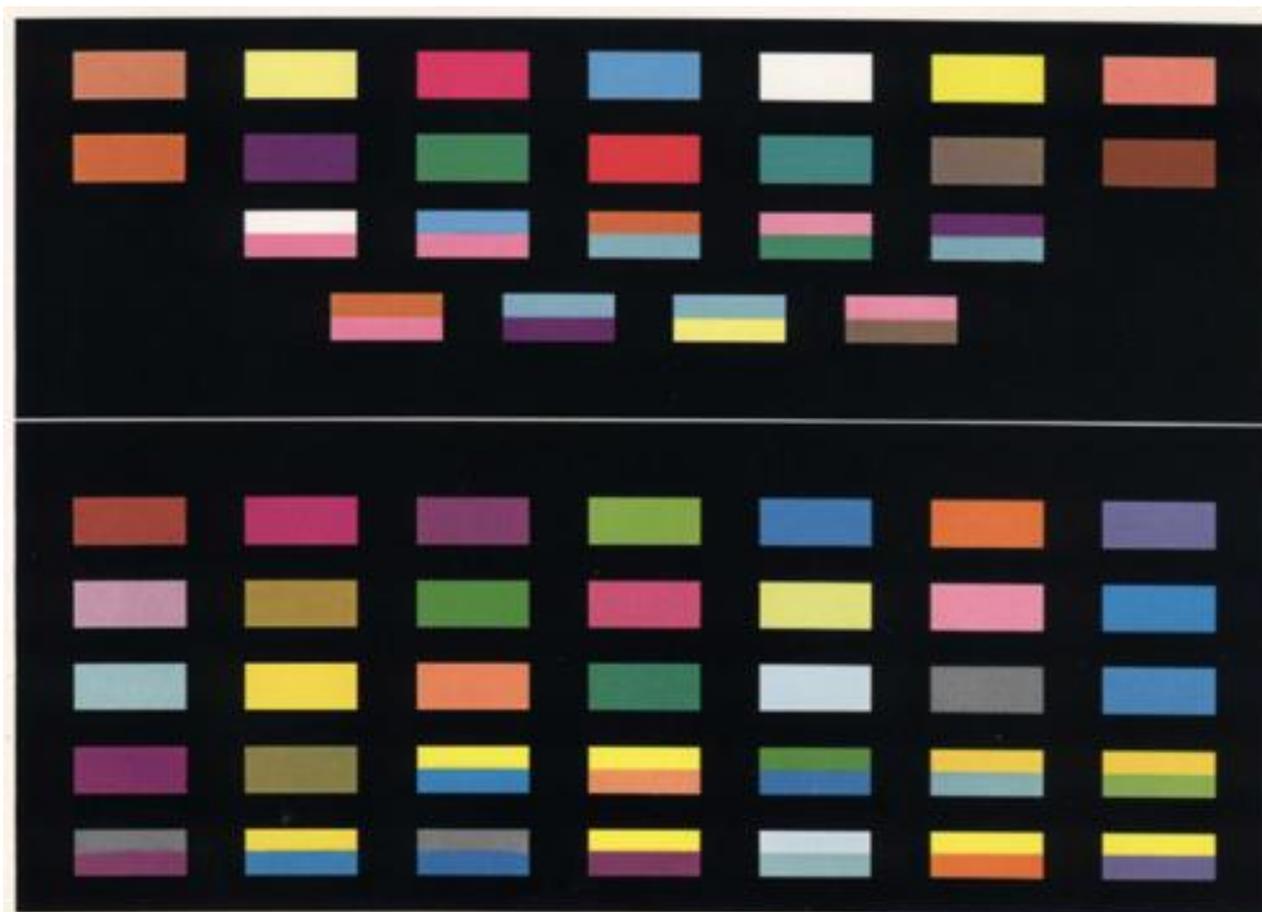
- The method also makes use of color association to help teach **pronunciation**; there is a sound-color chart which is used to teach the language sounds, colored word charts which are used to teach **sentences**, and colored Fidel charts which are used to teach **spelling**.

# Fidel (spelling charts)

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

- 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



## -Word chart

- 1. There are twelve English charts containing about 500 words. The charts contain the functional vocabulary of English.
- 2. The teacher points to words in word chart in a sequence to let students to read aloud the sentences. The way the letters are colored helps students with their pronunciation.

## -Fidel charts

1. There are eight Fidel charts for learning English.
2. The teacher, and later the students, point to the color-coded Fidel charts in order that students associate the sounds of the language with their spelling.

e.g. /ey/ → ay, ea, ei, eigh ('say,' 'steak,' 'veil,' 'weigh')

# ~Review and Questions~

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, light blue, white) extending from the left side of the slide towards the right, positioned below the main title.

# **1. What are the goals of teachers who use the Silent Way?**

- self expression
- developing the inner criteria for correctness

# **2. What is the role of the teacher? What is the role of the students?**

- The teacher play as a technician or engineer.
- Students' role is active learners.

### **3. What are some characteristics of the teaching/learning process?**

- Building up a whole set of sounds by sound-color chart
- Teacher will give situation from which students can have a structure of language.
- Practice of using a new language

### **4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?**

The teacher has to remain silent. And students' cooperation is important.

## **5. How are the feelings of the students dealt with?**

- Teachers are responsible to help students overcome the obstacles.
- There will be a feedback session in the end of the class.

## **6. How is language viewed? How is culture viewed?**

- Each language has its unique feature.
- Culture is always inseparable from language.

## **7. What areas of language are emphasized? What language skills are emphasized?**

- Sound: students have to acquire the melody of a language
- Focus on the structures of a language
- Vocabulary acquisition may be restricted
- There is no fixed syllabus

## **8. What is the role of the students' native language?**

The students' native language can be used to give instructions and help them with their pronunciation and perception.

## **9. How is evaluation accomplished?**

- Teachers rarely give test, so their observation on students' learning process is important.
- Teachers should not praise or criticize students.

## **10. How does the teacher respond to student errors?**

- Teachers work with students in getting them to self-correct.
- If students cannot do it for themselves, teachers will aid them by supplying the correct answers.