

المرحلة : الثالثة مدرس المادة: د. عبدالله عايد المعصادي	جامعة الأنبار كلية التربية للعلوم الإنسانية قسم اللغة الانكليزية
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عنوان المحاضرة: الطريقة الصامتة 2 The Silent Way - 2	

Reviewing the Principles

1- What are the goals of teachers who use the Silent Way?

Students should be able to use the language for self-expression—to express their thoughts, perceptions, and feelings. In order to do this, they need to develop independence from the teacher, to develop their own inner criteria for correctness.

2- What is the role of the teacher? What is the role of the students?

The teacher is a technician or engineer. ‘Only the learner can do the learning,’ but the teacher, relying on what his students already know, can give what help is necessary, focus the students’ perceptions, ‘force their awareness,’ and ‘provide exercises to insure their facility’ with the language.

3 - What are some characteristics of the teaching/learning process?

Students begin their study of the language through its basic building blocks, its sounds. These are introduced through a language-specific sound–color chart. Relying on what sounds students already know from their knowledge of their native language, teachers lead their students to associate the sounds of the target language with particular colors.

4- What is the nature of student–teacher interaction? What is the nature of student–student interaction?

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 through the use of nonverbal gestures and the tools he has available.

5- How are the feelings of the students dealt with?

The teacher constantly observes the students. When their feelings interfere, the teacher tries to find ways for the students to overcome them. Also, through feedback sessions at the end of lessons, students have an opportunity to express how they feel.

6- How is the language viewed? How is culture viewed?

Languages of the world share a number of features. However, each language also has its own unique reality, or spirit, since it is the expression of a particular group of people.

7 -What areas of language are emphasized? What language skills are emphasized?

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

8 -What is the role of the students' native language?

Meaning is made clear by focusing the students' perceptions, not by translation. The students' native language can, however, be used to give instructions when necessary, to help a student improve his or her pronunciation, for instance.

9- How is evaluation accomplished?

Although the teacher may never give a formal test, he assesses student learning all the time. Since 'teaching is subordinated to learning,' the teacher must be responsive to immediate learning needs. The teacher's silence frees him to attend to his students and to be aware of these needs.

10- How does the teacher respond to student errors?

Student 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.