

Student-student verbal interaction is desirable (students can learn from one another) and is therefore encouraged. The teacher's silence is one way to do this.

7. *How are the feelings of the students dealt with?*

The teacher works with the students to help them overcome negative feelings. Finally, because students are encouraged throughout each lesson to cooperate with one another, it is hoped that a relaxed, enjoyable learning environment will be created.

8. *What areas of language are emphasized?*

Pronunciation is worked on from the beginning. There is also a focus on **the structures of the language**, although explicit grammar rules may never be supplied. **Vocabulary** is somewhat restricted at first.

9. *What language skills are emphasized?*

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.

10. *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. The native language is also used (at least at beginning levels of proficiency) during the feedback sessions.

11. *How is evaluation accomplished?*

Although the teacher may never give a formal test, he assesses student learning all the time.

The teacher does not praise or criticize student behavior since this would interfere with students' developing their own inner criteria.

12. *How does the teacher respond to student errors?*

Student errors are seen as a natural, indispensable part of the learning process. The teacher uses student errors as a basis for deciding where further work is necessary.

The teacher works with the students in getting them to self-correct. 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.

The Techniques of the silent way

1. Sound–Color Chart

The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences.

The chart draws the students' attention and allows them to concentrate on the language, not on the teacher.

2. Teacher's Silence

The teacher gives just as much help as is necessary and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.

3. Peer Correction

Students are encouraged to help another student when he or she is experiencing difficulty. It is important that any help be offered in a cooperative manner, not a competitive one. The teacher monitors the aid so that it is helpful, not interfering.

4. 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. The rods trigger meaning.

At the beginning level, the rods can be used to teach colors and numbers. Later on they can be used for more complicated structures; for example, statements with prepositions ('The blue rod is between the green one and