

The Silent Way

Observation sheet

teacher silence absence of correction, explanation by the T
 pronunciation charts (Fidels), colored rods, vocabulary charts
 independence, autonomy, responsibility of Ss self-correction
 functional vocabulary pronunciation quality over quantity
 problem-solving, discovery, creation grammar + vocabulary

<p>How the T worked with colored rods/pronunciation charts? Which instructed materials were used and how they were manipulated by the Ss?</p>	<p>The T worked with colored rods</p> <ul style="list-style-type: none"> • correspondence of a color with a sound (color+country) • correspondence of the certain length and the adverb <p>the Ss</p> <ul style="list-style-type: none"> • <u>found out the connection</u> • <u>created their own sentences</u> with the rods <p style="text-align: right;">always often sometimes rarely never</p>
<p>Did the T remain silent as much as possible during the lesson? How was the silence compensated? (by the Ss) In which situations the T spoke?</p>	<p>Yes, she did. The T gave a non-verbal feedback to the Ss b using mime, gestures. The speaking was done by the Ss - answering, creating questions for others (the input of the Ss production). ^{such} There was no situation.</p>
<p>Was the lesson focused mainly on a grammatical item and related vocabulary? What was the procedure of individual activities?</p>	<p>Firstly, the focus was on specific vowels /æ, əʊ, ɜ:, ɔ:/. Then, the focus was on adverbs of time (always-often-sometimes-rarely-never)- the Ss made sentences and questions with the adverbs.</p>
<p>Did the T model an example and then elicit learners' responses? How did the T do it?</p>	<p>Yes, the T did ^{it} almost the whole lesson. The T presented a picture without a sound, the Ss needed to find out which word named the picture → according to the word, the Ss inferred the particular sound. The T only use gestures and mime.</p>
<p>Were in the lesson enough absence of correction, repetition by the T and explanation?</p>	<p>Yes. There was no model pronunciation or explanation. The Ss were concentrated on the form. It required the involvement of each S.</p>
<p>Were the Ss given enough independence, autonomy and responsibility? In which cases?</p>	<p>Yes. The Ss had to <u>elicit the meaning</u> in each activity. The Ss were responsible for understanding the meaning. They could make their own examples of sentences and questions.</p>

⊕ problem-solving
 personalisation
 cooperative learning (help each other)
 without T's interventi

⊖ time-consuming
 need of actively-involved Ss