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| --- | --- |
| Observed feature | Tick if noticed |
| The teacher should be silent as much as possible in the classroom. | yes |
| The student should be encouraged to produce as much language as possible. | yes |
| Use of colour-coded charts that represent the sounds and spellings of language and small, coloured, multi-length blocks of wood called Cuisenaire rods (originally designed for mathematics). | yes |
| Learning as a problem-solving, creative, discovering activity. | yes |
| Learner-centered. | yes |
| Co-operative spirit between learners encouraged. | yes |
| Specific teacher gestures indicate corrections to be made. | yes |
| Repetition | yes |
| The Ss express what they want to express, they say what they want, they talk about themselves. | yes |
| The teacher is not a model. | yes |
| The students are autonomous. | yes |
| Quality over quantity. | yes |

# The Silent Way

+ the Ss express what they want to express

+ problem solving activity, we have to figure it out

* it can be time consuming
* smaller groups – in order to work this effectively
* problems with reading and writing