

SILENT WAY AS THE EFFECTIVE WAY OF TEACHING ENGLISH AT HIGH SCHOOL

Ye. M. Pererva, instructor

Dnipropetrovsk National University of Railway Transport

НЕВЕРБАЛЬНИЙ МЕТОД ЯК ЕФЕКТИВНИЙ МЕТОД ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В ВИЩІЙ ШКОЛІ

Катерина Михайлівна Перерва, викладач

Дніпропетровський національний університет залізничного транспорту

***Abstract.** The paper highlights an idea of the Silent Way and its most striking features which distinguish this method from other alternative ones. Discussion of pros and cons of method application at English classes at High School.*

***Key words:** Silent Way, method, language, approach.*

***Анотація.** Робота висвітлює головні риси невербального методу, які вирізняють його від інших методів. Також обговорюються “за” та “проти” застосування методу у викладанні англійської мови в Вищій школі.*

***Ключові слова:** Невербальний метод(Silent Way), метод, мова, підхід.*

The role of education and its approaching have drastically changed in the XXI century. The part of English instructor is not major in the teaching process anymore but a student as a person, is interests and needs.

Silent Way is “brainchild of the late Caleb Gattegno”[5]. The use of the word "silent" is significant, as Silent Way is based on the premise that the teacher should be as silent as possible in the classroom in order to encourage the learner “to produce as much language as possible”[6]. The Silent Way is characterized by its focus on

discovery, creativity, problem solving and the use of accompanying materials. A good silent way learner is a good problem solver. The teacher's role resides only in giving minimum repetitions and correction, remaining silent most of the times, leaving the learner struggling to solve problems about the language and get "a grasp of its mechanism" [1].

As everything in this world has its pros and cons the Silent Way is not an exception. The attractions of this method are:

- ✓ Learning through problem solving looks attractive especially because it "fosters creativity, discovery, increase in intelligent potency and long term memory"[3].
- ✓ The indirect role of the teacher highlights the importance and the centrality of the learner who is responsible for "figuring out and testing the hypotheses about how language works"[3]. In other words teaching is subordinated to learning.
- ✓ Because Silent Way teachers speak so little, they are free to observe their students carefully and be available to them.

Among the lacks of it are:

- ✓ The Silent Way is often criticized of being a "harsh method"[2]. The learner works in isolation and communication is lacking badly in a Silent Way classroom.
- ✓ With minimum help on the part of the teacher, the Silent Way method may put the learning itself at stake.
- ✓ The material (the rods and the charts) used in this method will certainly fail to introduce all aspects of language. Other materials will have to be introduced.

The activity in the Silent Way allows students to find many ways in expressing the situation in the target language. The goals of the teacher's silence are the students' progress in learning English, such as the students can practice the language, they are curious about it and they begin to explore it actively.

Bibliography

1. Bruner, J. (1966). *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press, pp.73-87.
2. Gattegno, Caleb (1972). *Teaching Foreign Languages in Schools: The Silent Way* (2nd ed.). New York: Educational Solutions, pp. 7-23.
3. H. Douglas Brown (1987). *Principles of language learning and teaching*. Englewood Cliffs, New Jersey, Prentice Hall, pp.111-132.
4. Richards, Jack C. and Theodore S. Rodgers (1986). *Approaches and methods in language teaching: A description and analysis*, Cambridge: Cambridge University Press, pp. 52-71.
5. Stevick, Earl (1974). "Review of *Teaching Foreign Languages in the Schools: The Silent Way*", *TESOL Quarterly* 8 (3), pp.305–313.
6. Cook, Vivian (2008). *Second Language Learning and Language Teaching*, London: Arnold, pp.38-46.