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THE ROLE OF THE 'SELF' AND 'AWARENESS' IN LANGUAGE TEACHING AND LEARNING
A CASE STUDY OF THE 'SILENT WAY'

by

PATRICIA BENSTEIN

A thesis submitted in fulfilment
of the requirements for the degree of
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ABSTRACT

Currently there are many methods used in the teaching of foreign languages. One method that is different to the traditional as well as the modern approaches is the Silent Way. The Silent Way is the direct application of Gattegno’s theories in the area of foreign language teaching.

The current study investigated how four Silent Way teachers in Besançon, France, constructed their teaching practice based on Gattegno’s theories. The study explored how these teachers translated Gattegno’s ideas into teaching strategies and how their students experienced learning English the Silent Way. Data were collected using participant observation, interviews and videos of lessons employed as stimuli for interviews after these lessons. The data were gathered within phenomenological and ethnomethodological research frameworks. For the data analysis a grounded theory approach was taken.

Findings from the research suggested that the Silent Way teachers involved in the study base their teaching on Gattegno’s theory of learning. Further, the teachers attempted to make their students aware of what was taking place within themselves as they were learning the language. The teachers subordinated their teaching to the students’ learning by furnishing informational feedback on the sentences on which the students worked.

The twelve students who participated in the study generally responded positively to learning a language the Silent Way. The findings suggest that the students experienced at times essential states of being in which focussed concentration was coupled with high levels of intrinsic motivation.
Their learning experiences would probably be considered by proponents of the "flow" theory to be a good example of this theory.

Findings from the study demonstrate that the processes involved in teaching and learning a language the Silent Way do not develop in a linear but a cyclic fashion. Several phenomena are characterised by subtle shifts in energy that are difficult to observe within each person. The Silent Way seems to be based on energy movements of each person and the group and these need to be explored with further research.
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To all the people mentioned above and numerous others who played a role in the course of this thesis I wish to say: Thank you.
Dedication

Two Kinds of Intelligence

There are two kinds of intelligence: One acquired, as a child in school memorises facts and concepts from books and from what the teacher says, collecting information from the traditional sciences as well as from the new sciences.

With such intelligence you rise in the world. You get ranked ahead or behind others in regard to your competence in retaining information. You stroll with this intelligence in and out of fields of knowledge, getting always more marks on your preserving tablets.

There is another kind of tablet, one already completed and preserved inside you. A spring overflowing its springbox. A freshness in the centre of the chest. This other intelligence does not turn yellow or stagnate. It's fluid, and it does not turn from outside to inside through the conduits of plumbing-learning.

This second knowing is a fountainhead from within you, moving out.

(Rumi, Mathnawi, IV, 1960-1968)

This thesis is dedicated to my teacher, M. Kahraman, who trusts in my intelligence of the second kind.
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Part one of this thesis comprises five chapters. Chapter one introduces the main topics of the thesis and sets the scene for the study. Chapter two reviews the literature on the Silent Way and provides the definition of the Silent Way used in the present study. Chapter three describes the theoretical model suggested by Caleb Gattegno that serves as a background for the Silent Way. It presents Gattegno's model of evolution and his "science of education". This chapter provides the reader with information necessary for a deeper understanding of the Silent Way than is generally displayed by reviewers mentioned in chapter one. The next two chapters locate the Silent Way within two different areas of research on learning. Chapter four reviews the literature on second language acquisition in order to place the Silent Way within this fairly new area of research. Chapter five locates the Silent Way within one branch of cognitive psychology, that of the information processing perspective of learning with a special emphasis on language learning.
CHAPTER ONE

INTRODUCTION

Education today lacks a sound understanding of the intrinsic motivation that keeps students wanting to learn and to take on increasingly demanding intellectual challenges. In other words, intrinsically rewarding learning produces an experience of growth and of mastery, a feeling that the person has succeeded in expanding his or her skills (Csikszentmihalyi et al, 1993: 219).

The Silent Way is an approach to language teaching which has been in use for more than thirty years. However, it has received relatively little attention from researchers up to now. Apart from a couple of key researchers who presented a detailed account of the Silent Way (Young, 1990; De Cordoba, 1986; Weiler, 1989) the Silent Way has been treated by the large majority of researchers as an alternative language teaching method. The underlying pedagogical theory has not attracted much attention.

Gattegno, the proponent of the Silent Way, developed a model of evolution in which human beings are considered to be a particular form of energy. He also offered a detailed theory of the nature of the human self and the role it plays in the teaching and learning process. Gattegno delineated the different stages that learners have to go through while they are learning (Gattegno, 1987d). One person who worked with Gattegno for several years, David Wheeler, commented on Gattegno's model by saying:

Concerning the future of the Silent Way I believe that his reflections on the human evolution are the most promising part. His philosophy is really a rather optimistic story of humanity. His teaching methods will not survive but the philosophy they are based on could be interesting for future generations. He believed that we have to make another evolutionary step to become true human beings and this part of his philosophy
might survive into the future (Wheeler, interview, 9.11.94, Appendix 4).

In this quote, Wheeler suggests that the philosophy behind the Silent Way might be of interest to educators in the future. Gattegno was interested in finding out how learning takes place and wanted to develop teaching methods that subordinate the teaching to the students' learning. As Gagné (1985) notes it is the shift away from focussing on external conditions which influence learning to internal processing which is supposed to occur when something is learned that reflects the break between the traditional and contemporary theories of learning. The contrast between old and new conceptions is so big, particularly in terms of the number and variety of internal structures and processes proposed, that the recent theories have been described as the "new mental forestry" (Gagné, 1985:13).

The emphasis on such internal processing is reflected in comments in a relatively recent interview in the ABC program "Meridian" (10.12.1995). Professor Phillip Wechsler, visiting at the University of Newcastle, New South Wales, expressed ideas about the learning process and the future directions in education that showed remarkable similarities to Gattegno's theory. Professor Wechsler said that "there is a recognition that human beings may be conceptualised in terms of energy" (Wechsler, ABC Interview, side A, 643-645). His understanding of human beings corresponds to Gattegno's as was mentioned above. Wechsler also advocates a type of education that enhances human beings. He states:

The sense of identity is also something that has to do with the present, ... I don't mean that we should be stamped and fixed by static roles but also that the self should be present in the educational process. And the presence of the self means a certain kind of momentary awareness and a set of practices which enable people to be "here"..... to be present in interaction (Wechsler, ABC Interview, side A, 719-725).

Gattegno's theories are based on the understanding that it is the self that does the learning and that each learner has the attributes of the self available to engage in learning (Gattegno, 1986c).
The present study dealt with various issues involved in teaching and learning in general, however, its main focus was on exploring how Silent Way teachers translated Gattegno’s theories into teaching practices in the area of foreign language teaching. Wheeler expressed in an interview how important this question is:

I have asked myself many times why the Silent Way has not been successful. I think that it makes heavy demands on the teacher. Gattegno used to say: "Working with the children's power makes your job easier than working against their power." What is the difficult part in the Silent Way is to know how you do that, how to work with the children's power. The question is whether one is sensitive enough to tap into their power. There is an underlying demand to be pure at heart, to be on the side of the real in human nature. We all like to pay lip-service to this idea- we like to be on the level of the good. But how do we translate this into teaching practices? (Wheeler, interview, 9.11.94, Appendix 4)

The study was thus motivated by the question how experienced Silent Way teachers translated Gattegno’s theories into teaching practices. The study also intended to find out how their students experienced a teaching method that is based on awareness and addresses the student's self.

In order to answer these and other research questions (see p. 145) a case study was conducted at the Centre for Applied Linguistics (CLA) in Besançon, France. Over a period of six weeks Silent Way teachers and their students who learned English at a non-beginner level were observed and interviewed. Four teachers and twelve French adult learners participated in the study. Observation, interviews, questionnaires and stimulated recall interviews based on video-taped lessons were all used to gather data. The process of analysing data went through several distinct phases of content analysis (see pp. 168-179), which are characterised by a constant refinement through triangulation of different forms of data.

The results of the present study are in no way claimed to be representative for all Silent Way teaching. There are three main Silent Way centres in the world, one in Besançon, one in Osaka and the other one in New York.
However, there are many Silent Way teachers in all parts of the world who may use the Silent Way in many different educational settings and contexts. This becomes evident when one consults the journal "Questions", published by Educational Solutions, which concentrates on publicising Gattegno's work. The cultural differences, the various different settings, the age differences in students and many other factors would mean that the descriptions of the interactions that happened in the Silent Way classes may not be representative. It needs to also be noted that the students who participated were adults between 22 and 65 and not children and that they learned English in France, which means, they learned English as a foreign language. Their circumstances would thus be different from those of Japanese school children learning English the Silent Way in Osaka.

It needs also to be pointed out that the four Silent Way teachers who participated in the study are among the most experienced Silent Way teachers in the world. Not only have they all been teaching for many years but their exposure to Gattegno's theories has been quite extensive. Gattegno used to conduct seminars in Besançon in which he presented various aspects of his work. The Silent Way teachers not only had the opportunity to participate often in these seminars but because of their mastery of the French language they also have easy access to books and seminar transcripts that are only available in French. Last but not least, the fact that the ten teachers who use the Silent Way in Besançon work in the same institution gives them the opportunity to discuss their work with each other. These considerations are mentioned here to indicate where the study is located in regards to the community of Silent Way teachers worldwide.

The study was exploratory; it attempted to delineate more adequately the strategies Silent Way teachers use, and the concepts on which they base their decisions in the classroom. It also attempted to identify the nature of the relationship between learning and teaching in the Silent Way. The study did not attempt to develop concepts of theories that could be said to apply globally to all Silent Way teachers or all Silent Way students. The findings are only relevant to the participants in the study and provide directions for further research. In personal correspondence subsequent to the study the participating Silent Way teachers were asked to comment on the data chapters that present the results of this study. One teacher
expressed surprise that the comments the other teachers had made corresponded so closely to her own views. She wrote:

One thing that particularly struck me was that 80% of the other teachers' comments that you quote, I could just as easily have made myself. This is important to me, because I'm never quite sure of the line between thinking within Gattegno's model and making analyses on some other basis. I feel that in general you give a very fair and accurate picture of us four teachers (Glenys, personal correspondence, 22.6.1996).

This quote illustrates that the scope of the study in terms of representativeness is limited, but the Silent Way teachers who were studied have a lot in common despite their personal interpretations of certain phenomena.

The thesis consists of three parts. Part one comprises five chapters. Following this introduction chapter, the current status of Gattegno's theory is reviewed briefly in chapter two in order to give the reader an impression of the present limited understanding of the Silent Way. Chapter three familiarises the reader with the main concepts of the Silent Way. It introduces the theoretical model suggested by Gattegno that serves as a background for the Silent Way. It presents Gattegno's model of evolution and his "science of education" and provides the reader with information necessary for a deeper understanding of the Silent Way than is generally displayed by reviewers mentioned in chapter two. The next two chapters locate the Silent Way within two different areas of research on learning. Chapter four reviews the literature on second language acquisition in order to place the Silent Way within this fairly new area of research. Chapter five locates the Silent Way within one branch of cognitive psychology, that of the information processing perspective of learning which shows similarities to Gattegno's main concepts.

Part two describes the present study and comprises five chapters. Chapter six presents the research questions that motivated the present study and explains the research methods used for data collection and analysis. The subsequent chapters report the results of the present study. In order to turn the data into manageable reports, the categories were grouped according
to frequency of joint occurrence. Based on this procedure, the first two data reporting chapters turned out to be more general in nature, while the last two chapters concentrate more specifically on the perspectives of teachers and students respectively. Chapter seven reports data related to the role that Gattegno's model, the four stages of learning and tensions play in the learning and teaching processes in the observed Silent Way classrooms. Chapter eight concentrates on the role of awareness and the self in these processes. Chapter nine concentrates more on the teachers' experiences of teaching a foreign language the Silent Way. Chapter ten reports the students' experiences of learning a foreign language the Silent Way.

Part three of the thesis consists of the final chapter. In this chapter the findings from all other chapters are synthesised. The purpose of chapter eleven is to locate the study within the research literature and to suggest directions for further research and development. Many questions have emerged as a consequence of this study that could be explored further in future research. The study has also provided different methods of analysing data which require more extended testing.

Although only a small number of Silent Way teachers and students were the focus of this study, the concepts and frameworks that emerged are expected to assist in better understanding the theoretical and practical aspects of Silent Way teaching and learning. These results could also help to conceptualise the language learning process in a different way and delineate what this understanding might mean for language teaching more generally.
2.0. Introduction

The research literature which examines the Silent Way as a teaching method represents three kinds of responses to Gattegno's work. The first group of researchers has tried to compare the Silent Way with other so-called "alternative" teaching methods, mainly Suggestopedia, Community Language Learning and Total Physical Response. The second group has concentrated on describing the Silent Way materials and on analysing Silent Way classes. The third group, which consists of only very few interested individuals, has looked at the broader picture of Gattegno's work and tried to situate the Silent Way in a wider context.

Most researchers in the first group restrict themselves to comparisons with other methods, traditional and alternative, in order to understand the Silent Way. Contrasts of this kind are undertaken by Bodman (1979), who characterises the Silent Way as a "cognitive approach", Diller (1975) who sees the Silent Way as a "direct method" variation, and Nichols (1984) who compares Silent Way lessons to Montessori language lessons. Richards & Rodgers (1986) also belong to this category of researchers who only take a superficial look at the Silent Way. The shortcomings of their comparisons with other methods have been delineated in detail by Young (1990: 551). Researchers in the first group do not consider the underlying learning theory on which the Silent Way is based. For this reason, they will not be considered here any further.

2.1. Descriptions of Silent Way courses

The second distinctive group of researchers considers the Silent Way in a mechanical manner as a teaching method that requires certain materials and that can be measured for its effectiveness as can any other approach.
Writers of this group sometimes also describe their own experiences as students or teachers of the Silent Way. Blatchford (1976) describes and discusses a Silent Way Russian course from a student's point of view, Ackerman (1979) relates her experience of learning Hebrew through a 20-hour Silent Way video course; Wehle (1976) documents how she teaches French the Silent Way without saying a word; and Joy (1976) evaluates a 50-hour workshop conducted in Japan teaching Chinese. Other writers limit their descriptions to certain aspects of the Silent Way. De Ataide Melo (1989) explains, for instance, how the charts can be used to teach Portuguese pronunciation to American students. Accounts of this type give experiential insights into the practical application of the Silent Way but are lacking in their theoretical explorations.

2.2. Experimental Studies

Lantolf (1986), Stevick (1980) and Young (1990) are the only researchers who have conducted experimental studies to evaluate the efficacy of the Silent Way in a systematic manner.

Lantolf (1986) reports on an experiment using the Silent Way in elementary and intermediate college level Spanish courses. The students were not aware that they had enrolled in a Silent Way class and at the end of the course, their language skills were examined by tests. The results were compared to other Spanish courses which were taught at the same time to the same levels. Both the test results and the feedback from the students gave a very positive impression of the Silent Way. Lantolf points out that:

... the mean score for each of the regular sections of Spanish were at the frustrational level, ... while the scores from the Silent Way class indicate that these students were at the instructional reading level (Lantolf, 1986: 875).

Lantolf is the only researcher who has tested the Silent Way using conventional university students, who had to fulfil the usual requirements at the end of the course.
Stevick (1980) also conducted an experiment at the University of Hawaii. However, his class was comprised of language teachers who were actually enrolled in his graduate course on language teaching methodology. These teachers were more concerned with the finer points of the methodology than with learning Turkish. They were anxious about the amount of learning that one must master. Here are some of their reactions to the course:

I feel that the Silent Way really lulls one into a false sense of security. In class, I feel that I'm speaking Turkish and am very proud and pleased. But when I think about it, I really know very little (Stevick 1980: 79).

And:

To look back at the progress we have made is revealing, but to look at the whole picture is frightening (Stevick 1980: 81).

Apart from Lantolf and Stevick who researched the effectiveness of the Silent Way, there has been one other experiment by Eisenstein, Shuller and Bodman (1987) who examined a Silent Way video series for English as a second language (ESL). Using quantitative measures for the evaluation, they came to the conclusion that their:

... small scale study (along with previous evaluations) points towards generally favorable results for ESW (English the Silent Way) both in terms of objective data on gains in the second language and subjective student reactions to the course (Eisenstein et al, 1987: 215).

These positive results led the researchers to conclude that:

... on the basis of the positive findings reported here we feel it appropriate to proceed in the direction of more comprehensive research with larger populations (Eisenstein et al, 1987: 215).

Despite the encouraging results these three small studies present, they need to be treated with caution. The studies were conducted by teachers who do not seem to have been trained Silent Way teachers. The studies do
not offer any insight into Silent Way teachers' strategies, nor do they report the students' perspectives in any detail. Most importantly, there is no indication that the teachers' work was geared towards creating awareness in students.

The only researcher who conducted studies with these considerations in mind is Young (1990). Her work will be presented in the next chapter in conjunction with the presentation of Gattegno's model.

2.3. Stevick

Within the research literature on the Silent Way, Earl Stevick (1976, 1980, 1990) has been one of the most prolific writers. He started off by comparing Gattegno to other educators, then moved on to describing Silent Way language classes and even tried to join the third group of researchers in his most recent book Humanism in Language Teaching (1990).

Although Stevick has had a lot of exposure to the Silent Way and to Caleb Gattegno personally, he did not move completely away from comparisons with another alternative teaching method, Community Language Learning (CLL). As he considers both Gattegno and Curran (the proponent of CLL) as humanistic language teachers, he quite often tries to apply the principles of one method to the other. The differences between these two approaches are so fundamental that Allard & Young (1990) point out quite rightly that Stevick was too much influenced by Curran to give an objective assessment of the Silent Way. When he described the Silent Way classes in Turkish which he taught himself, he was actually very concerned to make his students feel comfortable (see Stevick, 1980) - an aim which is only important for Community Language Learning, but not for the Silent Way.

In Humanism in Language Teaching (1990), however, Stevick goes beyond the comparisons with other methods and even the description of the Silent Way classes he observed or held. In chapter 6 he admits himself that his previous focus was on ways of teaching rather than on humanism and places Gattegno's ideas into a wider spiritual context.
Stevick has written on the Silent Way for over twenty years and has tried in different ways to get an understanding of Gattegno's work. At the end of his review of Gattegno's book *Teaching Foreign Languages in Schools: the Silent Way*, he called this method "possibly the most undervalued pearl on the market today" (1972: 47). In a later article *The Meaning of Drills and Exercises* (1974a), Stevick, as one of the first researchers who understood the significance of a psychological model as a tool to evaluate a teaching method, linked the Silent Way to Transactional Analysis.

Despite his enormous efforts to get a grasp on this "undervalued pearl", it must be stated that his understanding of Gattegno's theories remains limited. It is indeed very difficult to get an idea of Gattegno's work from the books alone. The seminars that he led which have been transcribed and are available in French are in some cases more comprehensible.

### 2.4. Deep Approaches to the Silent Way

The third distinctive group of researchers are the ones that look beyond the form and try to get a closer understanding of the essence of the Silent Way. It is, however, not surprising that language learning theorists concentrate on the outer symbols of the Silent Way for their evaluation of this approach. Gattegno set out to break with all the academic conventions of arguing his case or relating his theories to others. The fact that most of the time he did not acknowledge his references because he "considers it social etiquette" (Gattegno, 1975a: VII) further adds to the very limited acceptance of his theories by the language learning theorists.

Within the third group of researchers who go beyond the description of the Silent Way as a language teaching method great differences as to the extent of the depth with which they analyse the Silent Way can be noted. They all, however, try to capture the essence of it. Kelly writes in his book review:

> It is evident that, rather than a new methodology, the "Silent Way" is a pedagogical way of life and that one of its most important features is the high degree of self-discipline required of the teacher (Kelly, 1974: 389).
This is echoed by Richard French who also looks beyond rods, charts and hand movements. He states:

The Silent Way is not a method. It is a serious attempt to treat the learning process as a science as open to study and investigation as any other science (French, 1979: 14).

He refers here to the fact that in the Silent Way the learning process is observed, and studied and the results of this investigation are reapplied again. This scientific approach to the learning process is definitely required of teachers but should ideally also be taken by students. French sees that the materials which many researchers consider to be the distinctive feature of the Silent Way are merely tools, a means to an end. The Silent Way has, to him, more to offer than this. He comments:

Therefore, if I continue to use and study the Silent Way it is not because I wish to become simply a better chart tapper, rod manipulator or finger mover but because I believe that by gaining more insight into what the learning process is, I can gain insight into what my role as a teacher should be. It is here where I think the Silent Way has so much to offer any teacher whatever he or she is doing and by whatever system (French, 1979: 15).

Orton (1978) and Davies (1985) also attempt to convey the spirit behind the approach. Orton points out that the Silent Way is more than a method to teach languages. For her, the Silent Way offers the opportunity to find out more about the self. Of this she says:

This chance to know the self is what is educational in language learning, the acquisition of the language simply a by-product (Orton, 1978: 18).

Whether the claim that knowing the self leads to acquiring the language as a by-product can be substantiated is one of the questions the present study sets out to answer.
Young (1984, 1990) seems to be the researcher and teacher who has captured the essence of the Silent Way in the most comprehensive way. Her work will be reviewed separately below. She claims, along with Gattegno (Gattegno, 1954), that the psychoanalytic models which gave rise to Suggestopedia and Community Language Learning are based on the perception of the human being as pathological. The Silent Way, however, uses a model:

... which sees man (sic) as normal and healthy, going about the business of living with all his faculties and facing up to the challenge of life with the knowledge that he will be able to handle what comes his way (Young, 1984:100).

Young, therefore, has attempted to show that the Silent Way is based on a perception of the learner as capable of accepting and overcoming challenges.

Gattegno has indeed a very positive view of human beings and gives them credit for the learning they have already done as babies. In his books *The Universe of Babies* (1973), *The Adolescent and His Self* (1962), and *What We Owe Children* (1970), he illustrates his belief that we actually use our will and awareness to learn such diverse tasks as digesting, standing up and speaking. This belief in the extraordinary human capacities leads to an enormous trust in students as self-motivated learners who wish to extend their skills. Young maintains that the Silent Way,

... is based on an as yet little known but very complete model of man (sic) which is itself part of a new model of the universe. These Models are in keeping with the discoveries of Physics during the 20th century (Young, 1984: 100).

In order to discover the underlying principles, it is necessary to read most of Gattegno's work of which the Silent Way forms only a small part. By researching his other books and articles about his evolutionary model one can put the Silent Way in a much larger theoretical framework. Two doctoral dissertations have been written on the Silent Way that present the Silent Way as an expression of the whole body of Gattegno's work. DeCordoba (1986) presented the Silent Way as the "Awareness Model" within the
literature of second and foreign language learning. Young's doctoral dissertation (1990) offers the most comprehensive description of Gattegno's model. A review of her thesis forms part of the research literature on the Silent Way; however, it is introduced separately in the next chapter because it serves two functions at once. As the most important work within the research literature on the Silent Way it needs to be reviewed in detail; at the same time it offers the most accessible overview of Gattegno's model and can thus be drawn on for the presentation of the model in this thesis. The different lengths of chapters two and three can therefore be explained by the difficulty of categorising Young's work.
CHAPTER THREE

GATTEGNO'S THEORIES

3.0. Introduction

This chapter serves as an introduction to a review of literature dealing with Gattegno's main ideas on evolution, the nature of the human being and of learning. It is intended to offer the theoretical background to the Silent Way courses in Besançon.

In this critical review the nature of learning, as Gattegno understood it, will be discussed. Only those aspects of Gattegno's theories that are directly relevant to the present study are presented here. The following section will relate closely to Young's work. As her thesis is written in French and is thus not easily accessible to many, the most significant parts of her work relevant to the present investigation will be translated and reviewed in detail. One account of Gattegno's evolutionary model in English has been offered by Rice (1987), while Young's work is the most complete exposition of the whole of Gattegno's work in French. The following chapter thus serves several functions. It introduces the reader to Gattegno's model and reviews at the same time the work of the four most important researchers of Gattegno's work. For the English reader it makes the work of Young accessible.

There are two main sets of ideas presented in this chapter that are relevant to the current research. First, Gattegno's model of evolution provides the platform from which his theories on learning can be considered. Second, the Silent Way is the practical application of Gattegno's learning theories in the area of second and foreign language learning. Without the broader perspective of the model of evolution and the learning theories, however, the Silent Way appears as just another alternative teaching method. By presenting the larger picture of Gattegno's work it becomes evident that the Silent Way is more than that.
3.1. Gattegno's model of evolution

Gattegno's starting point for the production of a dynamic evolutionary model that integrated presently existing phenomena and possible future developments was his question:

Is it possible to produce a model which integrates everything that comes and by doing so changes itself to account for whatever is perceived that adds to mankind's apprehension of reality? This requires a dynamic model, of course, one that is a function of time and "time" does not only mean the past up to the present; we must learn to formalise the future as we have managed to integrate the past (Gattegno, 1975d: 5).

Gattegno thus wanted to develop a model that could incorporate changes and adjustments according to future developments. In his model, Gattegno proposes that evolution takes place in two distinct ways which, to facilitate comprehension, he places on two axes, a horizontal axis and a vertical axis. The horizontal axis represents evolution within one realm, the vertical axis represents a change of realm, once each horizontal evolution has taken place. The horizontal vector represents evolution within one realm while the vertical one represents an evolutionary leap in terms of energy. Rice (1987) analysed Gattegno's model of evolution in detail and represented it in the diagram below.
Gattegno’s evolutionary model basically postulates that each horizontal evolution reaches an impasse after a certain time. Each vertical evolution represents an increase in the economy of energy. Less energy is needed, for instance, to create a chain of molecules than was needed to create the atoms which make up this chain. Each horizontal evolution takes less time than the previous one. No one knows how much time a leap takes. The first vertical evolutionary leap, for instance, took longer than the second one (Gattegno, 1977b: 70-75).

The first stage of this evolutionary model is the atomic-molecular cosmic realm of matter. It is achieved by the creation of the 92 elements that are
found in nature (Gattegno, 1977b: 12). At a certain level of complexity an impasse is reached after which a completely new process has to be invented to ensure the next evolutionary step. Gattegno states:

At the atomic level the nuclear edifices reached a certain complexity and then spontaneously broke down indicating the boundary of what matter and energy can do together through the same processes (Gattegno, 1977b: 12).

The horizontal evolution on the atomic level reaches an impasse when the atoms disintegrate as soon as they have formed. After a vertical leap the evolution of molecules starts. This horizontal evolution finishes when all the new molecules which are created disintegrate immediately and evolution reaches an impasse (Rice, 1987: 9).

The world of plants opens up by the new way of using energy. At this stage evolution is driven by the adaptation to changing conditions. When the limits of complexity are reached, energy takes a new vertical leap and the animal world is created and the animal world can begin to evolve. Gattegno views the process in this way:

The new organisms break down what they find in order to make their substance or renew it. Animals are the label for these organisms... Because they do not have to use part of their energy to bind elements together they begin beyond the point maintained in the realm of plants (Gattegno, 1977b: 20).

The level of evolution that plants have achieved is the starting point for animals who can use their energy to then explore further new realms. For Gattegno, the difference between plant and animal life lies in the fact that animals can invest energy in instincts which allow them to create new types of behaviour. In this way, energy is freed because animals do not have to use energy to bind elements together. This freed energy can be used to expand on the present capacities.

According to Gattegno, not all the possible forms of energy have been discovered. Evolution happens through energy exploring the cosmos, moving through the realms of matter, plants, animals and humans (Rice,
A different type of energy is needed to create the new that is specific to each life form. Gattegno states:

Animal energy is going to generate a new universe simply because it does not do the job of cosmic energy which produces matter, nor the job of vital energy which produces plants. ... What animal energy does is dwell in an organism that has gained the freedom of movement, seeking its sustenance where it is (Gattegno, 1977b: 20).

The new possibilities of the animal realm require new functions to exploit them. Gattegno proposes that energy creates the organs that are required to provide these functions. Animal life increases in complexity from single cells to systems of organs that are coordinated by a nervous system and culminate in the emergence of the animal "I" or animal consciousness (Rice, 1987: 10). The animal "I" is the product of evolution, not the product of instinct (Rice, 1987: 10). The animal "I" can develop "first because it is possible (not all the animal's time is used in the struggle for survival), second because it finds a place for itself that was not occupied and hence not claimed by anything else" (Gattegno, 1977b: 41).

The fourth vertical leap of evolution leads to the realm of humans. The difference between the animal "I" and the human self lies: 1) in the increased autonomous activity of humans, 2) the human power of imagery which means they can imagine actions and their consequences before taking them, 3) the increased use of education to make up for the decreased instinctual activity. Humans differentiate themselves from animals by their awareness that will is needed to implement any change. Will is, according to Gattegno, a "response of the self whenever an energy transaction is required" (Gattegno, 1986c: 13). The self, using its will is capable of modifying instincts in order to allow individual explorations. These explorations lead to learning which in turn modifies the DNA and causes changes in instincts (Rice, 1987: 11). Gattegno expressed it in these words:

Mankind will detach himself (sic) from the animal kingdom simply because it adopts education as a lever to transform itself and its field of activity (Gattegno, 1977b: 51).
The difference between the animal realm and the human realm lies in the use of education by humans to transform themselves. Education is therefore understood as the means for transformation. Being aware of their awareness and their will leads humans to the realisation that experimentation, questioning and making mistakes are part of the human learning process and therefore of evolution. As Gattegno states:

Two new attributes of man (sic) emerge: peace at making mistakes and persistence until the obstacles are dominated (Gattengo, 1977b: 54).

This quote shows a fundamental attitude Gattegno has towards learning and personal evolution. In order to learn and thereby develop, humans need to be at peace with their mistakes and patient and persistent in overcoming challenges which are not seen as a deplorable evil but a welcome good. Without challenges there cannot be any development and this needs to be acknowledged by the learner and the teacher. Putting challenges in the learners' way so they can develop the capacity to overcome them is the only way to achieve learning. Being patient, persistent and at peace with one's mistakes are all signs of the self being at the helm.

As in the animal realm the species frequently only evolves when an individual member has come to a new awareness. By being aware of themselves, humans evolve as individuals. According to Gattegno, each human being constitutes his/her own species, because each person can make choices about the way they want to live, eat, and exist in society.

Prophets, saints and scholars are examples of people whose awarenesses have advanced the society they lived in and have influenced people for many generations after (Rice, 1987: 14). As Gattegno said:

Around 2500 years ago a number of men spoke and their words are still heard repeated with respect and have been loved by more than one hundred successive generations: Socrates, Gautama the Buddha, Confucius, Jesus (a little more recently). Before them, Abraham, Moses, Rama, Krishna, and
after them, Mohammed and lesser leaders up and down the planet have offered their contemporaries what their awareness had reached (Gattegno, 1977b: 58).

Individual awarenesses have varying consequences for fellow human beings. In some cases the insights are appreciated by the individual's contemporaries and can cause the evolutionary advancement of whole civilisations, in other cases the fellow human beings do not recognise the importance and extent of the individual's contribution. Sometimes, aware individuals are too far ahead of their time and their insights can only be used at a much later stage when the rest of humanity has evolved sufficiently to understand the discovery (Rice, 1987: 14).

According to Gattegno, the truly human being is the exception at this point in evolution. He states that the realm of the truly human being has yet to come. He considers our civilisation to be at the stage of pre-humans. Pre-humans have a fleeting awareness of their awareness, they have moments of insights but these are not under their control. In other words, pre-humans may experience a high level of awareness but this has not yet become a permanent faculty.

The fifth realm of humans, in contrast, would be characterised by a permanent awareness of their awareness. Gattegno took a long time to accept this idea as a possible evolutionary level for human beings. Permanent awareness makes it possible to transcend the limited concerns of a certain era (absolute) (Rice, 1987: 15). Gattegno distinguishes in each domain between pre-human and human manifestation:

Pre-human morality exists as much as pre-human science, pre-human society, pre-human religion, etc. (stemming from) the pre-human characteristic of ignoring the power to transcend, and hence of making the immanent actual and the transcendental unavailable (Gattegno, 1975d: 203).

The next leap in the evolutionary model will therefore be achieved when the pre-humans' fleeting moments of awareness of their awareness become a permanent awareness of awareness, and this has to be characteristic of humans in the fifth realm. For Gattegno, becoming
permanently aware of one's awareness is equated with having the self at the helm and realising one's connection with everything:

In this realm to come the human self breaks the bonds of the ego and "knows directly that it is part of the cosmos, of the same stuff, one with the processes of creation" (Gattegno, 1975d: 226).

The decision to go beyond the constraints of one's current state of evolution and to reach the realm of permanent awareness of one's awareness can only be made by each individual.

This summarised presentation of Gattegno's evolutionary model gives a first indication of themes that also occur in other parts of his theories. One of the most striking features is the role of energy that is all-pervasive in the model. Energy is so important because he based his model on the premises that Einstein and Darwin were correct in their theories. He argued that if Einstein was correct by claiming that the whole universe is energy that is either changed or not into matter, and if Darwin was right to say that we are in a process of evolution, then it can be argued that evolution is in fact an evolution of energy. Combining these two premises led him to the construction of the evolutionary model. In this model, energy takes different forms in different realms. Animal energy thus fulfils different functions from vital energy. Each evolutionary leap makes extra energy available for the exploration of new possibilities in the next realm. For Gattegno, it is thus the free availability of surplus energy which leads to evolution and development. If all the energy is tied up in just keeping the organism functioning at survival level or in holding on to the learnings of the past, there would be no extra energy available which could allow for evolutionary leaps.

In the model of the self the important role of energy will be encountered again. Energy and awareness are two concepts that are significant for various aspects of Gattegno's theories which are all characterised by universal laws.
3.1.1. Universal laws in Gattegno's model

Gattegno saw two basic laws and one axiom in operation in all his models, be it his model of evolution in general, of human beings in particular, or of different areas within education. They are:

1) the law of subordination and integration
2) the law of economy of energy
3) the axiom of temporal hierarchies.

These two laws and this axiom are pertinent to his evolutionary theory and his theory of learning and will therefore be explained in more detail.

3.1.1.1. The law of subordination and integration

The law of subordination and integration was first discovered in the field of neurophysiology (Marcault & Brosse, 1949). It states that each evolutionary level subordinates the one beneath it and integrates it into itself. During the development of a baby in utero, for instance, successive layers of the brain are developed and each layer subordinates the previous one by integrating it (Young, 1990: 18). In this way the typical characteristics of the previous evolutionary level are not lost but become part of the next level. Gattegno applied this law to the evolution of energy and the psychological development of human beings. For the purpose of this study it is interesting to note that Gattegno considered the law of subordination and integration to be a universal law that he also applied to the structuring of learning. The old learning is subordinated and integrated into the new. Approaches to teaching usually work on the assumption that the new needs to be added to the old (Larsen-Freeman & Long, 1991: 300). Behind this conception of learning lies the assumption that learning is a process in which one piece of learned material is added to a previous one.

According to Gattegno, every time an evolutionary process takes place, it is the new that subordinates the old by integrating it. This law plays an important role for the understanding of the processes at work in the Silent Way.
3.1.1.2. The law of the economy of energy

The second law is important not only in terms of Gattegno's evolutionary model but also because it plays one of the major roles in his theories of learning as well. The law of the economy of energy stipulates that energy as the universal driving force always tries to find the most economical way to produce an endless evolution. When through an evolutionary leap extra energy is made available it can be invested in exploring new possibilities. Young states:

This law also functions everywhere in the universe. Here it is enough to say that evolution proceeds by systematically seeking functionings which are ever more economical, both in time and in energy. Gattegno summed it up by saying "More for less." Men (sic), who have a very highly developed sense of economy, as we will show, are only expressing this law of evolution which is at work throughout the universe (Young, 1990: 19).

In the Silent Way the same law can be observed. Silent Way teachers try to show students the most economical way of learning. They often indicate to students how to say a sentence in a more economical way because this is the reality of the spoken language. This phenomenon will be further explored in the chapters reporting the data.

3.1.1.3. The axiom of temporal hierarchies

The axiom of temporal hierarchies shows that there is a necessary time sequence in evolution. Multicellular beings cannot be created before unicellular ones have exhausted their possibilities, for instance. Rice argues:

The temporal hierarchies are revealed in the structure of the whole: cells can't exist without atoms and molecules; animals can't exist without plants; human life can't exist without the three preceding realms (Rice, 1987: 9).
The time sequence witnessed in the evolutionary process is also implicit or explicit in the Silent Way lesson. For learning the axiom of temporal hierarchies implies that teachers have to respect the order in which students want to learn. This implies that unless students are ready to learn and willing to make the next developmental leap there is no point in pushing them before it is time. This does not mean that Silent Way teachers do not try to stretch their students' limits, it just means that they respect that every learning takes the time it takes.

The two laws and one axiom that Gattegno saw at work in the evolution of the universe and the happenings of a lesson help us to understand the model Gattegno proposed. Gattegno respected that evolution takes time whether in the small unit of a Silent Way lesson or the big unit of the cosmos. The time sequence of particular steps needs to be considered by Silent Way teachers and their students.

3.2. Absolutes in Gattegno's model

Gattegno was mainly inspired by Jean-Emile Marcault, a French psychologist who wrote, in conjunction with Thérèse Brosse, a medical doctor and researcher, a book called *L'éducation de demain*. In their book, the authors show that the self exists on a biological level and that it organises the totality of the organism. They consider the self to be the part in humans that makes them human because it can integrate human experiences through awareness into itself.

Marcault and Brosse consider the psychologically healthy adult to be someone who has passed through all the different developmental stages, called absolutes, and learned everything the absolutes enabled him/her to learn. Since absolutes form one important aspect of Gattegno's model, they are presented in the next section.

An absolute is a deep engagement during a certain period in which a person throws himself/herself passionately into a study of some field or domain of being. Every human being goes through certain absolutes which are linked to their development as humans. The successful passing through the absolutes produces a rounded human adult. Every person is complete
within the realm of the absolute they concentrate on at a particular stage of their lives.

Gattegno (1988) expanded on the idea of absolutes that every human being must go through by giving an outline of the absolutes babies, children and adolescents proceed through. These stages are naturally very important for parents and teachers to be aware of so they can take them into consideration in the education of children and adult learners. Gattegno wanted to establish the activities and preoccupations that are characteristic for certain age groups and that cannot be postponed until later. He recognised significant developmental stages which are governed by temporal hierarchies.

The presentation of Gattegno's model of absolutes is important for the purpose of this study for several reasons. The model offers Silent Way teachers a framework for understanding the preoccupations and activities of the self which they need to be aware of if they want to address the self in their students. The model can thus offer explanations as to why students experience difficulties in learning. If students are, for instance, in the absolute of action and tend to move into action before having thought about the answers then they may encounter obstacles to their learning in moments when the self needs to take a more intellectual approach. For the self to be at the helm in the learning process the student needs to have moved through each particular absolute which allows him/her to approach the learning task from a fresh perspective using the skills that were developed in each absolute. The use of the absolutes also resides in the fact that teachers can establish how their work needs to be different according to the age groups of their students because the absolute is different.

The model not only helps Silent Way teachers to be of assistance to students who are stuck in their learning process, it also helps teachers themselves to make sense of their own reactions during the teaching process. If they themselves are limited by social considerations, for instance, if they worry whether the students like them or not, then they cannot fully concentrate on the task of mobilising awareness in students. Teachers may only be for a short period of time in the social absolute for
instance and being aware of the model of absolutes can help teachers to observe themselves.

The next section offers a summarised presentation to the model of absolutes which serves as an illustration that it is the self that engages in learning at all stages in human development.

3.2.1. The absolute of the vegetative life - the newly born babies

From the beginning moments after birth, newly born babies have to learn many skills that are necessary for their survival. According to Gattegno, breathing, digestion and elimination are tasks that need to be learned. Learning these processes, such as breathing may only take a few seconds and then the learning is automatised but it is still a learning process. Other tasks may take more time to be learned, such as swallowing without taking air into the digestive tube. He states:

Consciousness is required to learn to avoid taking air into the digestive tube when swallowing one's food. For months the newly born baby struggles with learning this task (Gattegno, 1973: 24).

Babies not only have to learn to suck and swallow properly, they also learn to cry for different reasons. Crying serves many functions, one of which is the first learning about noise production. Gattegno states:

The intensity, duration and pitch all convey that the child's self is either in contact with a pain of one kind or another, or is simply playing at crying in order to learn about noise production and how sounds can be modulated. Crying, both when it is for the baby himself and when it is a form of communication, serves to alert babies to the possibilities of conscious investigation in the realm of sound, and we shall see to what good use young children put this opportunity in their apprenticeship to the task of talking and speaking (Gattegno, 1973: 27).
These are just a few examples of the learning that the self engages in from the moment of birth. Once these skills have been acquired and integrated the baby moves into the next absolute.

3.2.2. The absolute of perception- infancy

Between 4 to 6 weeks after birth the myelinization of the sensory nerves takes place and this signals the entrance of the baby into the second absolute. Myelinization is a process in which each nerve fibre is surrounded by a sheath of fat which insulates it from the other fibres. Once this process is finished, babies can learn to see and hear on more refined levels. According to Gattegno, learning to see and to hear takes many years. He states:

The anatomical eye is made before birth. Seeing is no more the immediate result of opening one's eyes than digestion is the consequence of receiving food. There is much to learn in seeing and in the other sensory functions. It takes, in fact, years of subtle and continuous work to reach a high level of seeing, hearing and feeling because sensory functions relate each individual to a universe in flux that is therefore never completely knowable (Gattegno, 1973: 33).

Apart from having to learn how to contract and relax the voluntary eye muscles, babies also have to learn to deal with the daily energetic bombardment of the eyes by a huge number of photons (Gattegno, 1973: 35). According to Gattegno, babies need to become aware of what seeing involves so that the skills can be automatised and the self can be free for other tasks involving seeing (Gattegno, 1973: 36). Gattegno distinguishes between seeing and looking by explaining that the self scrutinises its own operations in the conscious act of looking. During the quiet hours in the crib the baby's self is engaged in an educational process in which the self learns about forms, shapes, colours and depth of field. At the same time, the babies learn to put the auditory system in place. They first learn to hear and then to listen. All these learnings involve consciousness and are directed by the self. Gattegno declares:
To *look*, as we noted, is to mobilise the self in the eyes so as to become aware of the bombardment of the retina by photons, this awareness resulting in the self *seeing*. To *listen* is to mobilise the self in the ears so as to be able to *hear* what reaches the eardrum. There are two different verbs because there are distinguishable awarenesses in these fields, and the differences serve as pointers for the study of learning (Gattegno, 1973: 63).

Once the baby has learned how energy, taken in through the senses, is integrated, he/she can tackle new learnings.

For the purpose of this study the learning of the mother tongue is of particular interest because during this learning process which happens as part of the second absolute children acquire skills that can be used for learning a second language at a later stage. The way Gattegno understands the process of learning the mother tongue is therefore described in detail in the next section.

### 3.2.2.1. Learning the mother tongue

For the learning of the mother tongue, Gattegno distinguishes between two parts of the learning process- talking and speaking. For him:

... talking joins looking and listening, to express the subject's activities, those he can do on his own, and speaking joins seeing and hearing, to take account of what the world has to bring to the self (the social world in the case of language, as against the natural, earth world for sound and the cosmic world for light) (Gattegno, 1973: 64).

Babies start off by learning how variations in the muscle tone of their tongues, lips, cheeks and palates affect the air flow. This work is mainly a work on the sensations and the muscle tone because it is done by all children, even deaf children (Gattegno, 1973: 65). It mainly takes place during the long hours of crying. The next step in the learning process takes
place when babies become aware that the sounds they hear come from them. Non-deaf babies then start to explore their utterances and their impacts on the ear by functionally connecting the mouth and the ear. According to Gattegno, babies first become aware of their own sound production and the impact these sounds have on the ear. At this stage, babies start to babble, using all the possible sounds that human beings potentially can produce. They may experiment with sounds that do not exist in the language spoken around them and even invent a personal language that is incomprehensible to others.

As part of their experimentation, babies may utter sound combinations such as *dadada* or *mamama* or *papapa*. If adults are near the baby at that time they may believe that the baby called for father or mother. What follows is a process of imitation of the baby's sounds by the parents. Gattegno describes it thus:

> Then all the family surrounds the baby and asks for encores, uttering the sounds the baby is practicing and is therefore acutely aware of. Thus brought to the baby's awareness is the fact that his ears can recognise what is uttered not only by his mouth but by the mouths of others (Gattegno, 1973: 77).

Once this step has been taken, the baby enters the phase of learning to speak the mother tongue by combining what the ears can catch with what the mouth can produce (Gattegno, 1973: 78). Surrounding adults may also accompany certain words by gestures, such as "give it to me" or "no" or "take this". Babies pay attention to these signals, then test their comprehension by constructing their versions of the sounds they believe they should utter. They then wait for feedback by the environment. In this way, babies learn to speak their mother tongue by using their self to make attempts in the language. This is possible because:

> Babies learning to speak know that they don't yet know all their answers, and do not pretend that they do. As usual their attitude of suspended judgement, their keen awareness coupled with selective concentration on elements related to their knowledge, and their focus on perception, makes things happen. Rather than trial and error or chance learning, the child's method is that
of directed learning which feeds back every piece of progress and makes the child know that he has achieved a definite, certain end, even when the end is not the aim of the project. Such is the flexibility of the engagement of consciousness in the act of learning that it can be moved without difficulty to another matter that seems interesting (Gattegno, 1973: 79).

Learning to speak one's native language is one example of the conscious self at work. It consists of many complex tasks that require the development of "adequate tools in terms of sensitivity, functioning, observation, daring, testing, and acceptance of adequacy" (Gattegno, 1973: 99). For Gattegno, babies are very perceptive and apply "all their energy to the task of perceiving" (Thompson, 1990: 21). They can pay attention to the language given by the environment and make the necessary grammatical transformations. In Gattegno's model, it is the attributes of the self that enable babies to be "practising grammarians" (Gattegno, 1973: 95). This view of the processes involved in learning the mother tongue is shared by another linguist. Brown states:

The child's linguistic development is not a process of developing fewer and fewer "incorrect" structures, not a language in which stages have more "mistakes" than later stages. Rather, the child's language at any stage is systematic in that the child is constantly forming hypotheses on the basis of the input he (sic) receives and then testing those hypotheses in his (sic) own speech (and comprehension). As the child's language develops, those hypotheses get continually revised, reshaped, or sometimes abandoned (Brown, 1980: 22).

Once babies have learned to speak their mother tongue, which involves a reduction of all potential sounds and structures to the ones particular to that language, they not only have command of one language but also have developed more techniques of learning that are useful in meeting and integrating the tasks of the next absolute.
3.2.3. The absolute of action

Around the age of five children concentrate their attention on the study of action. This period is mainly characterised by motor activity. The age of primary school children can be called "the age of stressing action as a way of knowing- of knowing both oneself and the dynamic universe in which one finds oneself" (Gattegno, 1988: 119). For boys and girls of that age this means that everything can be translated into possible actions, so that trees offer good reasons for climbing and stones are made for throwing. In other words, at that age children use the skills they developed in the beginning of their lives, such as perception, to serve their new learnings of action. Gattegno states:

Both hopscotch and marbles illustrate the awareness that one's eyes do not throw and that the coordination of one's eyes so as to produce a complex eye-arm-hand functioning gives sight to one's hand and control over muscular energy to one's eyes. In these two games, it is perception that plays the role of guide, that serves action (Gattegno, 1988: 128).

Apart from this preoccupation with discovering the world of action there is another learning which starts at primary school age. It is the one of virtual action. A virtual action is obtained by removing the energy from an actual action. The boys and girls of primary school age explore the link between the real and the imaginary by giving a wider meaning to their real world. A stick, for instance, may become a symbol of anything, such as a horse, a rifle or a sword. Children in the absolute of action use their fertile imagination to create virtual realities. Gattegno states:

In the minds of boys and girls virtual universes are put together in which the self can dwell as it pleases, dominating them and knowing intimately what is possible within them (Gattegno, 1988: 140).

This quote shows again that the self is the part that explores and learns whatever can be learnt within an absolute. The self "moves from mastery to mastery to know itself in its place in the world to the extent its gifts permit" (Gattegno, 1988: 206). The change from one absolute to the next does not
mean that the characteristics of the previous one disappear. What changes
during the transition from childhood to adolescence is that the action that is
characteristic for childhood is put at the service of the learnings of the
absolute of adolescence which is concerned with the exploration of the
inner life.

3.2.4. The absolute of affectivity

Adolescence is for Gattegno "the period of our life when we devote
ourselves to the study of our inner dynamics, to affectivity" (Gattegno, 1988:
198). He states:

Adolescence is that period of life when the self recognises itself
as energy. It sees that it is more than just its behaviours and the
process by which it brings these behaviours into being. It sees
itself as participating in a dynamic energetic universe. To
recognise oneself as energy is to become aware of what is in
us other than objectifications. This new awareness is precisely
what occurs in the adolescent activity of revising the content of
one's "soul". While in the preceding period every child only
objectified his means of action, now the individual examines
his actions with regard to their energy content. In this change
we see the fundamental difference separating the general
behaviour of the boy or girl from that of the young man or
young woman, a difference that is immediately visible to all
(Gattegno, 1988: 211).

It is in that period that the self explores affectivity, the emotional realm. The
adolescent becomes aware of feelings and of the emotions which compose
them. A feeling is energy itself in a characteristic state of tension. Gattegno
states:

Recognising a feeling is recognising a particular state of
energy. The formation of feelings is possible at adolescence
because this is the period of life when contact with energy takes
place. In adolescence, feelings are consciously created, and
they constitute a framework not only for affective and moral life,
but also— and this is the critical point— for intellectual life (Gattegno, 1988: 222).

The adolescent learns about physical and emotional pain by intensifying the characteristics of each of them in order to know them. Young calls this learning process "real emotional gymnastics, more delicate than the physical gymnastics we all know" (Young, 1990: 34).

Adolescence is also the period of appreciating friendship. One learns to make room for the other either to explore the friend or to create links with the other person's self through the presence of the other. Apart from friendship it is also the period of one's life when one discovers religion or spirituality. Adolescents discover religion first in themselves because they discover their own essential energy within themselves. They then consider the religion that the environment offers as the one that might answer their questions (Gattegno, 1988: 219). If the environment does not offer a religion, adolescents may become passionate atheists or throw themselves into artistic fields.

In adolescence, humans become aware of their thoughts and try to express what they find within themselves through language. Adolescents may keep a journal or write poems to give expression to their experiences. Gattegno states that adolescents illustrate that thoughts are "an expression of the self in its freedom" (Gattegno, 1988: 226). Adolescents prove that thoughts can be distinguished from logic because they can refuse to think logically and "can be perfectly loyal to two opposed ideas" (Gattegno, 1988: 227). This adherence to contradictory ideas does not create confusion in the adolescent.

While it is often believed that puberty starts off adolescence, for Gattegno it is the exploration of oneself in terms of energy which starts off puberty. The adolescent discovers the other one as a spiritual being and this discovery shifts the emphasis of his/her life, so that it is lived under entirely new conditions. According to Gattegno, the adolescent enters puberty because s/he becomes capable of loving (Gattegno, 1988: 230).

Adolescence needs to be fully explored for human beings to move on to the next stage of development. Sometimes the development does not progress
smoothly in which case a teacher, for example, may be faced with an adult learner who is at a certain moment in the learning process in the social absolute. In such moments, Silent Way teachers can direct the energy that is tied up in the preoccupation back to the learning task at hand. In this way the model of the absolutes can help teachers to identify and name certain preoccupations and refocus the students' attention. After the realm of adolescence the absolute of intellectual pursuits is explored.

3.2.5. The absolute of the intellect

Once the absolutes of perception, action and affectivity have been realised, the young woman or man can enter the intellectual realm. In Western education the emphasis on the intellectual starts too early according to Gattegno which makes it difficult to discover the natural start of the intellectual life. The joy one experiences at the discovery of complex systems in the various sciences is one indication of entry into this absolute (Young, 1990: 36). Up to then, scientific discoveries are fuelled by the desire to study phenomena and human beings for their own sake, to dissect them in order to understand them as deeply as possible (Marcault & Brosse, 1949: 279).

In the intellectual absolute, young people find pleasure in discovering the laws that rule the natural phenomena. At that age, they also get deeply involved in literature. In literature, authors often present human beings in emotionally complex situations. The exploration of emotions that was undertaken in the previous absolute can be perfected in the intellectual absolute through contact with the literature (Young, 1990: 36).

3.2.6. The social absolute

Once young people have passed through the previous absolutes, they enter the social absolute. Most adults of today live in the social absolute. They are working not only to support their families but also to explore the power of the individual in the group. They organise themselves in groups, such as unions, employers' federations, and lobby groups to modify the society they live in. The consciousness of the present time is a social one in
the sense that stronger, wealthier societies attempt to use a part of their resources to help less fortunate societies. Most adults in the Western world of the 20th century live as individuals in the social absolute. Societies, the same as individuals, pass through absolutes and at this point in time, Western society is also in the social absolute. This means that the absolute of the individual and the absolute of Western society coincide when the young person becomes interested in playing a role in society (Young, 1990: 37). Most adults find it hard to imagine that different ways of existing are conceivable (Young, 1990: 38). According to Gattegno there are other possibilities. He considered the next absolute to be the one of relativity.

3.2.7. The absolute of relativity

The absolute of relativity offers the individual new ways of relating to other people. If one considers that all human beings are at any given time involved in an exploration and a learning that corresponds to their physical and psychological level, one can gain access to the absolute of relativity. Misunderstanding and conflicts between parents and children, for instance, happen because they live in different absolutes. While the adolescent might, for instance, spend hours on the telephone talking to friends about other friends, the parents may have little tolerance for this preoccupation.

All individuals and groups are absolutely right in the learning they are involved in at any time, but one needs to have the viewpoint of relativity to see the correctness of outwardly diverging attitudes and preoccupations. According to Gattegno, the absolute of relativity exists but the majority of adults living in 20th Century Western societies will live in the social absolute until they die and not move into the absolute of relativity (Young, 1990: 38).

3.2.8. Concluding remarks about the absolutes

Gattegno' model of absolutes shows that human beings have to go through physical and psychological developmental phases and learn everything possible within these absolutes before moving into the next ones. There is no place for judgment about the absolutes other people live in. Gattegno
stresses the need to respect the absolutes students are going through. The learning that needs to take place in each absolute requires a certain amount of time and follows a certain sequence. Once all the necessary learning has taken place the person can move into the next absolute. Gattegno's axiom of temporal hierarchies can thus be observed in this part of his model as well.

Teachers should take into account the absolutes of the students they are working with in order to facilitate their learning. While a group of eight year olds will respond well to teaching that uses action as a medium of instruction, adolescents are more likely to be reached by the inner life of the emotions. Certain kinds of literature that deal with philosophical, emotional or ethical struggles might address adolescents who are in the absolute of affectivity.

In each absolute it is the conscious self that focuses the individual's energy on different aspects that need to be explored. The self plays a fundamental role in Gattegno's theories. Before presenting the main features and attributes of the self, a short introduction to Gattegno's discovery of the self with the help of the gayoscope will be offered. This historical diversion seems justified not only because it plays a fundamental role in his model, but also because it shows that he used quantitative research methods to check the existence of the self.

### 3.3. The Gayoscope

Between 1945 and 1952, Gattegno set about proving the existence and activities of the self. To do this, he asked Alphonse Gay who was an engineer to build the so-called gayoscope. It consisted of an electrode which was attached to any place at which the skin is close to the bone. The tibia was chosen because it was far enough away from the brain to allow the observer to claim that the energy being picked up was not the energy of the brain. Their experiments demonstrated that the energy of the self is present in the soma, which, according to Gattegno, consists of cells, tissues and organs, that are enclosed in the bag and animated by the energy of the self. The presence of the energy of the self distinguishes the soma from the body (Gattegno, 1977c: 61). The energy of the self can be picked up by the
One can follow what the self does with the energy at every moment with the help of the gayoscope. The instrument seemed to show that mental activities take the form of energetic variations in the whole body. Gattegno maintained that the gayoscope allowed the detection of the activities of the self. As a result of their studies, they suggested that new-born babies were not directed by reflexes but that activities such as digestion and evacuation are the result of learnings. They could prove that even new-born babies are aware of their mental activities (Gattegno & Gay, 1952: 72-74). The experiments with the gayoscope showed that minimal quantities of energy coagulate by the slightest expression of the self - a thought, an emotion, a mood, or the activation of a functioning.

Although each individual displayed idiosyncratic characteristics, there was also a common pattern of energy distribution which people displayed. The energy changes that accompany a change in the state of the self could be seen as they occurred, and the properties of the self at work on intellectual matters could be as easily studied as the formation of images, the evocation of scenes or people, the presence of verbalisation in a subject while s/he seemed to be concentrating on a visual task, or of affectivity when verbalising.

Gattegno and Gay also concluded that a hierarchy of functionings of the self in terms of energy consumption and efficiency can be established. According to their data, the intellect, for instance, seems to use very little energy in activities that do not evoke emotions. This result suggested that, whenever the self is concentrated, the consummation of energy is also reduced.

3.4. The self in Gattegno's model

As soon as Gattegno felt that he had proven the existence of the self as a physical entity he developed a science of education which was based on the self as the main agent for learning. The self plays a fundamental role in all parts of Gattegno's model. The self is an energy that is present in the first cell from the moment of conception. The self is the part in human beings that knows itself despite the changes the human being goes through with time. Gattegno defines the self as:
What everyone of us meets when asking the question: "who is the "I" that has always been me since I was conceived, has experienced all that I am aware of, and can become aware of all that will come my way?" (Gattegno, 1977c: 59).

Being energy, the self can recognise energetic movements whether they come from inside the human being or from the outside (Young, 1990: 65). The self brings with itself certain attributes that were there from the start of the human life. In order to find out which of the attributes consisted of the self, Gattegno asked himself about each attribute: "Could it be acquired?" or "Where and when could it be acquired?" (Gattegno, 1986c: 11). If he found that the attribute could not be acquired or learned then he considered it to be an attribute of the self. The self and its attributes are identified in diagram two. The attributes could be presented in a list but since they are integrated in the self the shape of circles within circles seems to represent their nature more accurately.

3.4.1. Attributes of the self

![Diagram 2: The self and its attributes](image)
The definitions and descriptions of these attributes do not need to be reiterated here. For the purpose of this study, work done by Young (1990) is of more immediate interest. She provided an account of how these attributes are used in the language teaching process by Silent Way teachers and learners.

Learning can only take place when several attributes of the self are engaged in the learning. At different stages of the learning process and to varying degrees in individual learners the attributes of the self need to be used by the learner. The notion of a self that consciously and intelligently directs its own learning and thereby continually creates a more developed entity is one that appears repeatedly in Gattegno's model. He states:

In my own work (which I located within psychology) I studied learning as a conscious act of a self endowed with many attributes such as awareness, will, intelligence, discrimination, retention, perception, imaging and so on. I became convinced that psychology could be defined as the science of time, the time we consume for experiencing. Looking at what we did with our time from conception on helped me shed new light on several phenomena which either had been poorly understood until then or had been left out altogether. In particular, my studies of learning yielded not only what cognitive psychologists hoped to find in their own studies but allowed me to offer a technology for education that proved me closer to knowing what knowing is than was possible in the existing laboratories (Gattegno, 1979c: 8).

For Gattegno, it is the self which engages in the conscious process of learning. The attributes of the self are not acquired through experience. They cannot be passed on from one person to another through heredity or social conditioning. The fact that each attribute can be described shows that it can become the object of one's attention at any time. However, "it is not assumed that these attributes impose themselves on one's awareness. Too many people soon after their early childhood get distracted into being concerned with a vast number of components of survival and rarely have

\[1\) The definitions of the attributes can be found in the Newsletter _A working model for health_, (1986c), Vol. XVI, on pages 11-13.
the opportunity of becoming aware of themselves to the point where the attributes let themselves be noticed" (Gattegno, 1986c: 14). The role these attributes play in the Silent Way teaching process deserves special attention because teachers base their teaching on the awareness that all students have these attributes available to them in their learning.

3.4.2. The attributes of the self in the Silent Way teaching process

In front of the class the Silent Way teacher is aware that he/she is dealing with students who have certain attributes that have been used for all the spontaneous learnings the students have accomplished from the day they were born. As they may have lost touch with these attributes it may be the task of the teacher to reawaken some of them. The following account draws on a section in Young's thesis (1990) in which she explores how these attributes can be used in the teaching and learning process. These attributes are interrelated in the sense that being in touch with one of them can trigger getting in touch with the others. However, their interrelated nature is not of immediate interest for the purposes of this study. For this reason they are presented separately.

3.4.2.1. Awareness

Awareness is an attribute of the self and can therefore neither be taught nor learned. Awarenesses are strictly personal. To learn is to become aware. Teachers have to make sure that they do not pass on knowledge in their classes but that they work on the students' awareness. Knowledge or pieces of information can be quickly forgotten unless they are attached through an investment of energy to something that is already firmly established in the person's mind. Sometimes teachers might get the impression that their passing on of knowledge is the cause for their students' learning. This impression is nothing but an illusion. In reality, certain students might use the transmitted knowledge to become aware of things and thereby learn (Young, 1990: 108). In such cases, learning can
again be equated with becoming aware, it is just the students who provoke the awareness rather than the teachers whose job it should be.

3.4.2.2. Concentration

The normal state of the self when awake is to be concentrated. If the teacher mobilises the students on the level of their selves they can only be concentrated. They are concentrated on the topic at hand because this is where the major problem is. Their level of concentration shows at any stage the level of engagement they offer and the need for the teacher to involve them more if they are not concentrated enough. If teachers realise that the students are concentrated on other things, they have to question what they are doing and need to consider a change of direction in their teaching (Young, 1990: 109).

3.4.2.3. The need to know

Both the intellectual and the affective component of the need to know can be addressed by teachers in language classes. Being aware that every student is curious and has the energy to stay with a problem or challenge until a discovery is made that satisfies the need to know enables teachers not to interfere in the learning process.

3.4.2.4. Freedom

In a language class the students decide to engage in an activity or to remove themselves from them. The teacher has the role to liberate the students from their need for a teacher. Teachers have to ask themselves if they have any means that they have not yet used to give their students even more freedom. Are there any activities that they could leave to a greater extent to their students? (Young, 1990: 115). If that is the case, they should do so.
2.4.2.5. Discrimination

Discrimination allows the self to know the nature of the impacts that it is exposed to. Teachers can trust the fact that this attribute works in students. Where a language is presented in a certain way the power of discrimination of the students has to enter into the game simply because they are humans. Within language teaching discrimination not only occurs on the level of the distinction among the close phonemes- this is a rather gross discrimination but it is also necessary to evaluate the fine quantities of energies which are felt in the sound production in order to feel the inner movement which provokes such and such a verb tense or to illuminate the feeling which makes one choose the right word amongst a selection of different ones. The fact that one has within oneself the concept of same and different, demands a power of discrimination which is well developed. The teacher has to work on the infinitely small so that this power of discrimination can be provoked as often as possible, so that the students arrive very quickly at a high level of discrimination in the foreign language (Young, 1990: 110).

3.4.2.6. Perception

Perception allows the self to become aware of all the energetic changes that affect it. When teachers use perception in conjunction with discrimination they have at their disposal a very precise tool. They know that the students are capable of perceiving and discriminating between the very small quantities of energy. Teachers do not have to make the differences enormous for the students to perceive them. On the contrary, teachers have to try to refine as much as possible the small differences which are hardly noticeable. The students have to work on the smallest differences possible, not the biggest. Teachers have to ask themselves whether the differences can be perceived by the students. Teachers have to find ways and means to make the language perceivable to students. Teachers also need to remember that in the inner states of being—sentiments, emotions, soul states, knowledges, tastes, know-hows, and in the perception of inner changes lie the foundations of the reality with which a language can be constructed. A language is not a truth, it is only a convention. Its reality is constructed (Young, 1990: 109).
3.4.2.7. Will

Will allows the self to alter any energy in the system. Will is the response of the self every time an energetic transaction is envisaged (Gattegno, 1986c: 12). Will is present in all the acts the students do, not only in class but also in their entire life. Students need to be in touch with their will in order to learn a language. Not many teachers realise that there needs to be will for the slightest movement to take place. When students have problems learning, teachers cannot find solutions by appealing to their students' will but by changing the structure of their course so that their teaching rests on other attributes than the ones demanded so far (Young, 1990: 111).

3.4.2.8. Action

"Action is the attribute of the self which combines perception and the will to assess the correct amounts of energy needed to perform the activities the self gets engaged in" (Gattegno, 1986c: 12). As an attribute of the self action is obvious from the moment babies take in food from their mothers to mastering the demands of artistic pursuits (Gattegno, 1986c: 12). If action is used in classrooms as a way of knowing, it is not always recognised as an attribute of the self which means that it is always available and also necessary. As children up to around 10 years live in the absolute of action it is essential for their learning to take place through action. Action functions with double feedback. Because every individual knows what they have done they can anticipate the consequences, on the outside as well as on the inside. And because of the obvious consequences the individual can always know exactly what they have done (Young, 1990: 112).

3.4.2.9. Intelligence

"Intelligence is the attribute of the self which allows it to seek new ways of relating to challenges which resist being met by pre-existing spontaneous approaches already part of one's experience" (Gattegno, 1986c:12). In the classroom students can look for new approaches to challenges because previously learnt ones are no longer adequate or simply because new approaches provide a sense of pleasure. In a language class intelligence
manifests itself in the desire to come up with a great number of sentences for a given situation (Young, 1990: 113).

3.4.2.10. Sensitivity

"Sensitivity is the attribute of the self which gains its particularities as it relates to the various sense organs... and thus opens up new universes of experience to the self" (Gattegno, 1986c: 12). In the classroom sensitivity is addressed when the sense organs are involved to an ever increasing degree. If a human being is interested in discovering things about himself/herself or others, they need to increase their sensitivity. Teachers need to systematically develop their students' sensitivity to the music of a language, for instance.

3.4.2.11. Vulnerability

Opening up towards new worlds can only happen if the students show a certain vulnerability. Vulnerability has nothing to do with weakness- it allows a person to enter into greater, richer realities. It is through sensitivity that the child gets in contact with a voice and through vulnerability that it knows the content of the discourse carried by this voice. Teachers have to ask themselves if they facilitate vulnerability in their students. In the language classroom, vulnerability needs to be systematically developed (Young, 1990: 113).

3.4.2.12. Abstraction

Abstraction implies stressing and ignoring. Learning to speak the mother tongue implies a high degree of stressing and ignoring. In order to be able to extract from all the sounds that one hears all those that make part of the human language and to extract from the language of one's environment certain qualities like intonation, melody and energetic distribution, without being distracted by the elements that are not yet significant, such as vocabulary or syntax, a developed sense of abstraction is required. In order to use the word "chair", for example, for anything that has four legs,
regardless of colour and shape, a certain level of abstraction is required. The use of pronouns, especially, of the first person singular pronoun "I", is an illustration of abstraction. For all the other pronouns there is a physical movement which helps to "locate" the meaning. For instance, when we use "you", "he" "she" there is usually a body movement which shows who is meant. But if we use "I" we may look at anyone or no-one. The indication of who is meant by "I" is not obvious and is different in each situation (Young, 1990: 114). This is why this pronoun is almost always the last one to appear in the language of children. Silent Way teachers can rely on the fact that children always abstract, but they have to make sure that the students do not abstract too much. If the course is based on clear situations the students cannot make arbitrary abstractions (Young, 1990: 115).

3.4.2.13. Imaging

Imaging implies the utilisation of the sense organs in a work of structuring residual energy in evocations that are called images (Gattegno, 1986c: 12). As a tool for learning evocation is a great power. The creation of images that come from the mental dynamic plays a great role in teaching and learning the Silent Way.

3.4.2.14. Imagination

Imagination also gives us the power to fabricate images but the images fabricated by imagination are subjected to a work by the self which transforms them and structures them as it desires. Many teachers use imagination to produce an original reaction or an interesting work to read or look at. But it seems to happen less often that a teacher rests her/his teaching deliberately on the mental dynamic of imagination by having a clear understanding of which attribute s/he is in the process of handling and in which way this can happen. In a language class it is very quickly possible to transfer the control of the content of the lesson to the students. The usage of the rods, for instance, allows students to construct imaginary worlds which they can make visible by convention (Young, 1990: 116).
3.4.2.15. The sense of truth

"The sense of truth is the attribute of the self which allows it to actually reach the reality of time and energy in every involvement and to "recognise", ie., be aware, that it is one's time and one's energy which are being involved in the activity under consideration" (Gattegno, 1986c: 12). The sense of truth is often destroyed in classrooms. Gattegno observed a class in California where the students answered to the question: "How much is 2+3?" with: "5?". He was shocked to see that the students had abdicated their sense of truth to the teacher. Only the teacher had the criteria to judge their contribution. Only the teacher had the right to know the truth. When teaching happens from the perspective of passing on knowledge, it is only the teacher who knows. Under those conditions teaching is not based on the sense of truth (Young, 1990: 110).

3.4.2.16. The sense of harmony

Not many teachers are aware of how the sense of harmony or well-being works or its relationship to the psyche. The sense of harmony is not necessarily equal to feeling comfortable in one's body. A mountain climber in a region of -30 degrees, for example, may have a very strong sense of well-being. When learners are deeply involved in the learning task they may not always feel at ease but experience a sense of well-being (Young, 1990: 117).

3.4.2.17. Surrender

Surrender is the self's form of trust, independently of what there is to trust in the universe. The discovery of the nature of things regardless of what needs to be discovered, requires the openness to let reality reveal itself as it is. According to Gattegno, it is a very scientific attitude to leave the solutions to a later date until the problem delivers all its secrets. One needs to let the problem be complex and not to reduce it to an expression that one can understand. In this case one resolves a problem but one does not find a solution to the original problem. In an approach in which the teacher works deliberately on the attributes of the self the students regain their
responsibility for their learning which becomes a scientific attitude. As the teacher never aims at passing on knowledge but tries to provoke situations where learners can become aware, surrender and the suspension of judgement are necessary for learning. In this approach teachers are vigilant and alert their students when they perceive a dysfunction in that area (Young, 1990: 117).

3.4.2.18. Patience

Teachers work in such a way that the students can become aware that they need patience because in all the domains that are part of the exterior they do not have control. However, in their inner life they have control and can assert it. Once teachers recognise this as a reality of life and understand the mechanisms, they can help students to be demanding in voluntary domains of their inner life while at the same time remaining patient with exterior domains that are uncontrollable.

In language teaching this means, for instance, that students need to work patiently on their pronunciation. It depends on the relationship between the self and the psyche whether one has a good accent. Students can work on their psyche to reclaim temporarily the control over their voluntary muscles of the phonetic apparatus and to give themselves a good accent. As teachers know the mechanisms of the game between the self and the psyche they can help students to do the work by proposing to them to be, temporarily, their personified discipline. The teacher proposes to the student to come back to his production as many times as necessary until it is correct. The student cannot concentrate at the same time on each aspect of the foreign language. But the teacher can provoke the student to come back to the production several times and integrating each time a new aspect- the word order, the pronunciation, the melody of the sentence the rhythm the intonation until the sentence is really "in the language" (Young, 1990: 118).
3.4.2.19. Objectivation

In the theory of Gattegno, objectivation means the creation of objects. Objectivation is the attribute of the self which occupies itself with the mobilisation of energies that are available in the environment to change them into either somatic or psychic structures. Any person can learn to speak any language without accent because the vocal muscles are polyvalent. The degree of necessary refinement may vary, but humans beings construct themselves in such a way that they can work in the infinitesimal when it comes to energetic changes (Young, 1990: 119).

3.4.2.20. Passion

Passion expresses the concentration of the self's energy over certain durations. As with concentration, passion is a yard stick of the quality of the involvement of the class and allows the teacher to see if the challenge that has been presented is neither too big nor too small. Passion implies a mobilisation of energy which is sufficiently big so that one stays with the work for the time one needs to finish it. It is important that teaching is constructed in such a manner that the students involve themselves completely. Passion is an invaluable tool for the assessment of the involvement as it is easy to observe its presence or the lack thereof (Young, 1990: 119).

3.4.2.21. Adaptation

Adaptation and acceptance of others for what they are the result of the realisation that certain events in the exterior world cannot be controlled. In babies these attributes function all the time but already in older children they can get lost. Our society generally functions at a level of the social absolute, which means that many teachers try to make their students tolerant and adapted to society. Gattegno uses the word in a slightly different meaning. Learners should learn to adapt to whatever they are meant to do in their lives. Education should enable students to adapt to the experiences of the future (Young, 1990: 120).
3.4.2.22. Learning

The self is equipped to become aware of the dynamics of the energetic movements within itself. This is a very refined definition of learning. Gattegno uses the term "definition" in its physical sense. There can be many definitions of a phenomenon and they depend on the refinement of the perspective which one has towards the object. Learning takes place through becoming aware but with a more refined definition. Each student is capable of learning as they have shown many times before coming to school. If teachers know how to make all the powers of their students work, they know that the students can master all the learning that is asked of them. If some students do not manage the learning task, teachers have to ask themselves if the criteria that they suggest are clear enough and if they follow their own reality rather than their students'. The teachers' task is to facilitate the learning which only the students can effectively do (Young, 1990: 120).

3.4.3. Conclusion

The examples listed above concerning the roles the attributes of the self can play in the teaching and learning processes illustrate several distinguishing features of the Silent Way. Silent Way teachers recognise that these attributes exist in the self of each student as they exist in the self of each teacher. These attributes have been used by students to learn everything they had to learn from the beginning of their lives. Silent Way teachers can count on these attributes being available to students for learning. This does not obviate the fact that students may come with preconceived ideas about teaching and learning that do not involve the attributes of the self. Some of the attributes may have been dulled and need to be rekindled by Silent Way teachers through appropriate work (Young, 1990: 108). However, even in cases where the attributes have been blunted, the fact that each student's self is made up of these attributes helps Silent Way teachers to teach in such a way that their self addresses the selves of the students. For Silent Way teachers it is also important to be aware of the interplay of the self, the psyche and affectivity.
3.5. Self, psyche and affectivity

In the human being three energetic entities are in constant relation with each other: the self, the psyche and affectivity. The self always faces the new to learn from it, while the psyche is the storage place of the past (Gattegno, 1987d: 139). In the psyche the automatisms that have been established by past learnings are stored. The psyche is an entity that grows as life goes on because more automatisms are stored as people learn more. Because of this fact, learners can become more "stuck in their ways". When the balance between psyche and self is broken, there results a psychic load or "adherences". A person who lets past learnings direct their life carries, according to Gattegno, too much psychic weight. Such a person shows reactions to life which are no longer adequate because they were installed in the past. The person reacts in an automatic fashion without the fresh awareness only the self can bring to the new situation. Adherences are limitations of the human potential and as such unnecessary. Gattegno states that:

... the psyche is only one aspect of the self. It is possible to call in affectivity and intelligence to transform the energy content of psychic movements, to return the self to its rightful place at the helm (Gattegno, 1975e: 12).

Human beings who display rigid, automatic reactions where a fresh approach is required are, as mentioned above, in Gattegno's terms "prehumans" (Gattegno, 1987a). However, when the self is at the helm the individual can in fact respond to new situations as the situation requires it without automatic reactions from the past. In order to live life from a perspective of constant unfoldment, humans need to bring in affectivity which is an energy that is directed towards the future. Affectivity gives the self the energy to keep working on the unknown despite the difficulties that can prevail. Affectivity is the motivation to be present in the here and now. Gattegno writes:

Since affectivity is turned towards the future, it does not know perfection as the psyche does and is not put off by "failure". Affectivity has no connection to the image of oneself as a successful being. It operates in the here and now... Affectivity
learns on behalf of the self by discarding that which does not work, and on behalf of the psyche by storing that which works (Gattegno, 1987d: 147).

The self has no energy- it needs affectivity to supply it. The self is energy. But the psyche and affectivity are at its disposal- the psyche can mobilise all the experiences that it has already made to show a solution to the existing problem. Affectivity allows the self to stay with the problem until a solution is found.

The Silent Way claims to engage the self, or the essence of each learner, and to diminish the role of the psyche where our past learnings are stored. For learning to take place, the self needs to be in control or, as Gattegno says, the self has to be at the helm. The psyche gives the self access to its learnings yet there is always the danger that it may potentially tie the self to them, if the self relinquishes control. This perspective gives a possible explanation as to why adults sometimes have more problems in learning a language than children. Adults are more inclined to let the psyche dominate their selves, in other words, they are more often living in the past than in the present. If they want to become once again successful language learners, they have to re-connect with the evolving self. They also have to get back in touch again with those parts of their somas that were used to store the sounds and structures of their mother tongue, such as the sound production organs. Unless adults put their awareness to the previously established language patterns and work on them, they will not be able to produce the sounds and structures of the new language (Gattegno, 1988: 97-98).

The learners' success will depend on their response to this challenge. If they try to learn from the perspective of the psyche, which is basically a collection of old habits, there is hardly any hope of success. Only when the self is at the helm, can the learner be freed from his/her cultural past and accept new attitudes.

Through learning in this way students can once again be in contact with the part in them that learns spontaneously. The efficient learning mechanism which can be observed in the early years changes over time into something which is stifled by structures of the self that were created in those years. The child and later adult becomes malformed through the process of education.
as it is practised today. Gattegno sees the challenge for educators in turning students once again into competent learners:

When at a tender age of two or three, a young child can express a host of inner experiences and test the good foundation of this verbal capacity, he can take it for granted and forget how he acquired his L1. But when he comes, in later years, in contact with an L2 through some teaching approach imposed on him, he may find himself totally alienated from the competent learner in him. The challenge of teaching appears differently to a scientist in the field of education. It can be defined by the proposal of reaching the baby in each student of L2 so that the great expertise now dormant, can be used to acquire L2 much more easily than one had done L1 (Gattegno, 1985f: 76).

Reaching the baby in the students requires addressing the self because the self can guide its own transformation. This capacity is a necessary condition for learning. Gattegno claims, however, that teaching practices today create disharmonies within the self and it is the psyche that frequently dominates instead of the self.

Gattegno argued that many people lose the ability to learn easily and naturally as they did when they were young. In his opinion our formal education system which encourages learning through the psyche and thereby dependency in the learners is inadequate. Thus:

At the root of the incompetence is our dependence, a multiple dependence at that (Gattegno, 1975e: 207).

Dependence in students is encouraged by teaching methods that do not address the self and its attributes but rely on memory, for instance, to retain knowledge. Gattegno's concept of the self allows Silent Way teachers to sensitise themselves to the reality of the self. When the teacher's self addresses the student's self, independence and competence are naturally increased and a basic objective of the Silent Way is fulfilled.

The above sections concentrated on presenting Gattegno's understanding of the self, its attributes and its relationship to the psyche and affectivity.
These concepts play a fundamental role in the Silent Way teaching process because they offer teachers a way of internally checking whether an exercise addresses the self or the psyche, for instance. If the relationship between the teacher and the student is one of the teacher's self relating to the student's self, the learning process can be productive and never boring, because preconceived ideas do not enter into the interaction of the present moment.

The model of the attributes of the self allows Silent Way teachers to sensitise themselves to each student by finding out which attributes are more accessible to which student. Once teachers become aware of the individual constellation of easily accessible attributes in students they can use their awareness to teach students in a more individualised manner.

The model of the self plays thus a fundamental role in Silent Way teaching. Another key aspect of this teaching is the role of awareness.

3.6. Awareness in Gattegno's theories

One of the central elements in Gattegno's theories is awareness. Awareness is an attribute of the self and all human beings are endowed with awareness of awareness and can potentially even become aware of the awareness of awareness. The differentiation between the concentration on the object of one's awareness and the process involved in becoming aware helps to appreciate the nuances of the model.

3.6.1. Awareness of the facts of awareness

At any time humans can become aware of their inner world, which is made up of thoughts, the reception of impacts that come from outside, emotions, feelings, etc. These are all the activities, the inner movements, the qualities that allow one to live a life. This awareness is constantly directing itself to different points to grasp whatever is accessible of one's environment. This type of awareness is focussed on the activity that occupies the person at each instance.
There is a link between awareness and the gelling of an awareness. The gelling of an awareness is a movement of polarisation in one's being. If one considers the object to which one directs one's attention one can speak of an awareness. However, if one takes into consideration the movement, the polarisation, the concentration which is needed to perceive this fact one speaks more of a gelling of awareness (Young, 1990: 60).

3.6.2. Awareness of systems

Gattegno used awareness as the means and the object of research and therefore saw the sciences as the product of the human minds, namely as "the various ways of becoming aware of something and pursuing that awareness so long as it yields something new in that field" (Gattegno, 1987d: 29).

All scientific discoveries are without exception the result of gellings of awareness. Awareness of systems allows the person who has the awareness to understand parts of a model or a system that explains an aspect of the world the person inhabits. As long as no-one becomes aware of a phenomenon it remains unnoticed by the society. An example of such a gelling of awareness is the "Eureka" experience of Archimedes (Young, 1990: 61).

3.6.3. Awareness of functions

Every time one tries to change a certain aspect of one's behaviour one has to become aware of certain functionings. Learning a sport or a musical instrument requires the creation of new awarenesses which will be integrated into those that are already there. Moving to a new city, for instance, requires the establishment of new habits, or new automatisms.

These three types of awarenesses: 1. becoming aware of facts of awareness; 2. becoming aware of systems; and 3. becoming aware of functionings, form the basis for the majority of learnings in life. But there is a
fourth type of becoming aware which Gattegno refers to as the awareness of the awareness of awareness (Young, 1990: 62).

3.6.4. Awareness of the awareness of awareness

Becoming aware of certain facts of awareness requires awareness on how to become aware. Young shows in her thesis that the description of the third level awarenesses as facts of awareness shows that one can observe oneself while one is becoming aware of something. It is possible and even easy to become aware of one’s awareness while one becomes aware of a fact of awareness. It is also possible to become aware of one’s awareness while awareness becomes aware of itself (Young, 1990: 63).

3.6.5. Awareness and learning

Learning can be defined as one or several gellings of awareness. The gelling of awareness therefore becomes the basic unit of learning. It constitutes the smallest isolated element in the area of education. Becoming aware of one’s faculty to be aware of one’s awareness is the act that is demanded of all those people who want to exert some influence on learning, either their own or the other person’s, that is teachers. The concept of this awareness gives teachers criteria to choose exercises which are likely to lead to learnings in their class. With these criteria they can judge whether their suggestions in class are efficient or not. Awarenesses in this system can be used as means of evaluation for teacher efficiency and student involvement. Teachers can test the efficiency of exercises and behaviours in terms of the number of awarenesses they are likely to provoke. It even allows teachers to evaluate their own work in terms of awarenesses they were able to provoke and to evaluate the students in terms of awarenesses they still need to have at a given level. It allows teachers to know what takes place in a classroom that does not lead to awareness. Moments when students are bored or escaping from the task at hand indicate that the teacher was not successful in provoking awarenesses. If awareness is used as a criterion the teacher can judge which moments, which ways of working, which behaviours do not serve to learn the lesson that is appropriate for that moment (Young, 1990: 63).
To conclude we can state that according to Gattegno, awareness is an attribute of the self that is present in the first cell at conception. Awareness can neither be learned nor taught because it is not a skill. Human beings are in control of their own awareness and are therefore responsible where they direct it. Most experiences of human learning involve becoming aware of facts, fewer learning experiences involve becoming aware of systems. However, as soon as human beings become aware of their self in the process of becoming aware of a fact of awareness, the foundations for the science of education are put down. Gattegno states:

In this science, it is not looking at something which comes to the fore but looking at looking (at something). What will be found in the inquiry is what the self does when it is engaged in looking. What is being known is the looking, not the seen (Gattegno, 1987d: 27).

The term "Science of Education" therefore refers to the knowledge about the self and those of its activities which involve awareness. In this "Science of Education", learning means to become aware. Unless "one grasps the meaning of awareness of the awareness, there is no hope that a science of education can be unfolded" (Gattegno, 1987d: 38). Teachers who wish to achieve learning in their students need to become aware of their capacity to be aware of their awareness and to teach in such a way that gellings of awareness are forced. In each learning process there are four stages of learning that one needs to experience.

3.7. The four stages of learning

Gattegno described the four stages of learning that are involved in any learning process using the example of learning to skip rope as follows:

**Stage 1:**
The first stage involves the initial awareness that there is an unknown that needs to be explored. This encounter may make one "hesitant, timid, cautious, clumsy, patient, indifferent to opinion, self-righteous, unimaginative, determined" (Gattegno, 1987d: 144). At this stage, errors can be eliminated by an active intervention of the will. A number of trials
may be necessary in order to get the feedback that what has been done provides positive results.

**Stage 2:**
The second stage starts when "the self knows that enough stepping stones have been placed on one's road for one to become able to direct the practice" (Gattegno, 1987d: 145). The learner knows that some of the experience with this knowledge can be relied upon. "He (sic) therefore knows that he is no longer a beginner and that he needs to practice until he has surveyed all the sources of error that come to mind and has done exercises which make him meet these sources separately or in conjunction" (Gattegno, 1987d: 145). With continuing practice the feeling grows that the skill has been developed enough to deal with the various situations of its application, and the amount of energy dedicated to each trial diminishes. The skill is integrated into the psyche, which stores integrated functions (Gattegno, 1977c: 59).

**Stage 3:**
The third stage is the stage of practice. Learners challenge themselves by testing what variations of the skill can be performed. A learner may try to increase the speed of a newly mastered sentence structure or test variations on grammatical themes. The learner has increased his/her awareness and is not the same person any more as before the acquisition of the skill.

**Stage 4:**
At stage four the learning process has been completed and the skill has been automatised. The learned material or the skill can be transferred to other situations and the learner is free to approach a new area of learning.

These four stages of learning will be further explored in the context of the information processing perspective of learning in chapter four. Gattegno maintains that a learner who learned a language the Silent Way would find it easier to learn a third language because the learner would know more about what s/he has to do to learn. Having gone through the stages of learning leads to the establishment of inner criteria in learners.
3.8. Inner criteria

Learning, in Gattegno's definition, can only happen when it is based on awareness. This means that the learner has to be fully engaged in what s/he does, and has to give herself/himself criteria by which s/he can judge whether what needs to be done has been done. Gattegno describes inner criteria thus:

Inner criteria are criteria of the self even though, in so many of us, they work smoothly and seem automatic, thus hiding the presence of consciousness (Gattegno, 1976a: 50).

Inner criteria are built up during the trial and error stage of learning (stage two). Gattegno links the establishment of inner criteria with increased autonomy of learners:

Above all we want students to behave spontaneously like native speakers. We can only achieve this by generating in them all the inner criteria which are automatically at work in the natives. These criteria will make them responsible and autonomous (Gattegno, 1976a: 53).

The more the learner becomes aware of what Gattegno calls the "spirit" of the language, the more s/he can develop inner criteria and become independent from the teacher.

In Gattegno's view inner criteria are developed from the first moment of life. As soon as babies start to work on their speech organs they develop inner criteria for knowing what they can do for themselves and when they are doing it. The inner criteria "ensure that he (sic) hears what he can utter and give him an intimate and immediate acquaintance with the various energy contents of what he hears" (Gattegno, 1985f: 18). Gattegno assumed that all learning is based on awareness and since babies already learn how to manipulate their speech organs it can be assumed that they possess the capacity to consciously correct themselves. Self-correction is an important part of the learning process.
3.9. Self-correction

In order to correct themselves, students need to have inner criteria which are developed as a consequence of becoming aware. Even if a teacher offers a correct model the student needs to go through the process of self-correction to improve. Imitation does not play a role in learning because one can only imitate something if one has already learned it before. Learning to walk a tightrope illustrates the point that until one can do something one cannot imitate it. Imitation of someone who has mastered the art of tightrope walking will not help the learner to do it as well. In order to learn to walk a tightrope, one has to go through the stages of learning and use conscious self-correction to improve one's performance. Learning a language is as much a skill as learning to walk a tightrope. Both involve conscious correction and the establishment of inner criteria. Gattegno explains:

> Since very early in infancy every one of us noticed that careful listening is necessary to know what we hear and that we have the power to act on the speech organs to produce utterances having certain properties, every student can be granted the power of self-correction, of conscious correction. ... If self-correction is required in any case, whether the teacher acts as a model or not, it seems sensible to use it deliberately. Self-correction assumes self-awareness and it is awareness that is educable (Gattegno, 1976a: 7).

To conclude, it can be noted that the establishment of inner criteria plays a major role in the teaching process because students cannot speak the target language without inner criteria. They need inner criteria to judge their performance and to correct themselves. Teachers who devise exercises need to ask themselves whether these exercises will allow the students to proceed with the construction of inner criteria. It is not acceptable that students should continue to ask the teacher whether such and such a phrase, sentence, structure is correct or not. This is not a case of knowing if a rule has been applied correctly but of developing a feeling for the language, an intuition that allows the student to decide with increasing certainty what is right (Young, 1990: 133). If an exercise does not allow the students to develop their inner criteria it is to be dropped immediately.
because it keeps students in a state of dependence on the teacher. Gattegno aims at increasing independence in students through the Silent Way.

### 3.10. Student Independence

Encouraging independence in students implies for Gattegno that students need to become aware that they can only count on themselves for their learning. Since the instrument for human speech is made of somatic parts that are set into motion by will, it is obvious to him that from a very early age independence is required. Human beings have to produce the sounds by themselves and nobody else can do it for them. Knowing that nobody can learn for anybody else leads teachers to see their students as independent human beings. He states:

> Our independence results from our carrying within ourselves all that is required to learn any existing language. ... We can therefore grant our students that they know how to be independent learners even before we meet them in the classroom (Gattegno, 1976a: 46-47).

Silent Way teachers need to keep the previous independent achievements of their students in mind and treat students accordingly.

### 3.11. The subordination of teaching to learning

The basis for the "subordination of teaching to learning" is the belief that students are most likely to succeed in their task if they know what they are doing. Teachers must understand how learning takes place and direct their teaching accordingly. In traditional teaching, the teacher provides the knowledge, and students must use memory as the basis for their learning.

Gattegno (1970: 3) illustrates this process with the following diagram:
Diagram 3: The subordination of learning to teaching

For Gattegno, the standard way of teaching, as illustrated above, implies that:

... knowledge is conceived as pre-existing and as coming down, through the teacher, from those gifted people who managed to produce it. ... It is stored in special places called libraries which have books and more modern forms of containers. ... Teachers are those people who take knowledge down from the shelves where it is displayed and hand it out to students who presumably need only memory in order to receive it. The key to this view- and the whole traditional way of teaching - is the tacit belief that memory is a power of the mind (Gattegno, 1970: 3-4).

According to Gattegno, the traditional approach rests on memory and therefore needs the help of exercises, homework, reviews, tests and "then more exercises, more homework, more reviewing, more testing and so on ... because memory is weak" (Gattegno, 1970: 5). He calls this approach the subordination of learning to teaching and explains that in the past, before the age of recording, a good memory was valued because tales, stories and events were orally transmitted. He states:
When recording of events was not available, the quality of the mind socially most valued was faithfulness (fidelity in the modern electronic sense), and verbatim retention became the highest attribute of a good mind (Gattegno, 1970: 6).

For Gattegno, societies have changed in such a way that a good memory is no longer necessary. And in our modern world, he says:

... one discovers that the ability to forget is needed as much as the capacity to retain (Gattegno, 1970: 6).

The alternative to the use of memory is to use the "functionings of children" (Gattegno, 1970: 7). These functionings lead to know-hows that are the result of going through the four stages of learning. A child learning to speak the mother tongue, for instance, uses functionings by experimenting with his/her speech organs in order to produce speech. In the first few years children learn through the use of the self, they do not pile one fragment of information upon another but integrate their previous learnings into the new learning. If this way of learning forms the basis for teaching, then the subordination of teaching to learning is the natural consequence. The subordination of teaching to learning that rests on powers of the mind other than memory can be illustrated in the following way (Gattegno, 1970: 14).

Diagram 4: The subordination of teaching to learning
The simplicity of the diagram should not distract from the complexity of an approach based on the subordination of teaching to learning such as the Silent Way.

The subordination of teaching shows itself in the case of a teacher who is at the disposal of his/her students. The phrase expresses the way a class should be conducted. This idea seems to be also expressed in the modern catch-phrase of "learner-centred teaching". In reality, however, the two sentences cover two different realities. "Learner-centred teaching" is in fact still a way of teaching. It is mostly teaching centred on the student, not on the book. There is no mention of learning. The underlying assumption remains that when the teacher teaches, the student learns. A relationship of cause and effect is established between teaching and learning. In the great majority of classes teachers do what they do during a certain time in front of a certain number of people and at the end of the time they set an exam for their students. They do not expect that the results will be the same for all the students. If they knew that in advance they would not make them sit for the exam. Teachers act however in front of the class in the same way to all the students (Young, 1990: 125). The relationship between the teachers' activities and the students' learning is not a causal one.

In a class where the teaching is subordinated to the students' learning the task of the teacher is to work on the student, while the learner works on the subject. This suggests that in a Silent Way class the emphasis is really somewhere else than in traditional classes. The teacher is not the one who knows and transmits this knowledge to her/his students, what s/he knows is how to teach. Teaching implies making sure that students do the necessary learning to end up having a know-how at their disposal (Young, 1990: 127). In the area of foreign language teaching, the Silent Way is the practical application of the subordination of teaching to learning.

3.12. The Silent Way

In the Silent Way the theoretical ideas explored above are put into practical application. The Silent Way implies an attitude towards students as people
who have already mastered the most difficult language anyone can learn—
the mother tongue. Gattegno states:

One thing seems obvious, and that is, that the hardest
language to learn, of all foreign languages, is the mother
tongue. This is because a baby, lacking so much of what he will
possess at the end of the process, has to make sense of noises
that are conventions used to replace meanings. Meanings are
rarely fully conscious in the minds of the users of languages.
Still, most of us have managed to learn our mother tongue at
the tender age of two-plus to appear to use it accurately in
communicating with others in our environment (Gattegno, 1963:
2-3).

The fact that one can master one's mother tongue is only one of the
achievements that proves that nobody can learn by imitation and that any
learning requires the use of awareness and the attributes of the self. For the
Silent Way this means that teaching does not involve imitation,
memorisation, and drills, because students already mastered one language
without using any of these common teaching strategies. Silent Way
teaching implies, instead, the forcing of awareness which will lead to know­
hows in the new language.

It seems to be beneficial for Silent Way teachers to have made the process
of becoming aware the focus of their own learning. Gattegno explained that
some teachers were using the Silent Way quite successfully without
understanding the theory behind the method. However, some people were
interested in the theory and he decided to make it explicit (Gattegno, 1987d:
viii). Teachers can force awareness through the approach adopted in the
class by first of all being aware themselves and secondly encouraging the
learners to force their own awareness. Gattegno states:

In fact, there is no other way of forcing awareness than making
one person get hold of that which is capable of forcing
individual self-awareness. If we call educators those who have
not only gained directly, personally, one or more awarenesses,
but have also given themselves to learning how others can
gain them too, we are faced with the challenge of how to act in
the social context so as to make others discover in themselves that such awarenesses are at hand and can be entered into to own them fully. ... Since forcing awareness is a personal function every baby uses by himself it seems valid to conjecture that an educator can find some assistance in relating the new awarenesses that are to be forced to those the individual can engage in spontaneously and on his own (Gattegno, 1987d: 214).

Silent Way teachers have constantly to generate and refine inner criteria so that independent learning can take place. The Silent Way teacher presents the students only with what they cannot create themselves, the students are therefore put into the situation where they have to use their intelligence to work out the rest. Teachers must be concerned with what the students are doing with themselves rather than with the language, which is the students' concern (Gattegno, 1976a: VII). The Silent Way is characterised by Gattegno's attitude that "teachers of languages can stop being record players, can be mostly silent, and can delegate the responsibility of learning to the learners in a manner that shows them also as responsible for what their part is" (Gattegno, 1976a: 13).

Placing the responsibility of learning on the learner also implies that Silent Way teachers accept that every learning process is based on the four stages of learning. Since these stages involve attempts, hesitations, clumsiness, practice and so on before achieving mastery in a given area, there is no place for Silent Way teachers to approve or disapprove of a student's contribution. Silent Way teachers watch their students' improvements in order to determine what needs to be done so that the students can master the challenges. There is no praise or blame in the Silent Way because students do not learn for the teacher's approval but for their own satisfaction. Satisfaction is the consequence of the students' realisation that their time has been wisely exchanged for experience and learning. Gattegno explains:

No congratulation or criticism is needed, for all is matter of fact. The subordination of teaching to learning is the only way of handling the challenge of freeing the students while ensuring
that they learn by an economic exchange of their time for a maximum learning (Gattegno, 1976a: 14).

Since students are the only ones who can do the necessary learning, Silent Way teachers use silence in order to not interfere in the students' learning process. Silence allows the students to work and concentrate on what they do rather than on what the teacher does. It permits the teacher to follow the work of individual students. Silence is not an end in itself, and is appropriate only in some situations. Silence can be used as a means that can be employed by teachers to help students to become competent learners. Gattegno writes thus:

But we use so much more than silence in the Silent Way! It is the way of sensitive, responsible teachers who know that their job is to be on the side of the learners. All the time. So that these learners relate to the language, to its demands, and to the rewards which come from finding their endowments capable of being used in another fashion which reveals to them the competent learner each of them is, or at least has been (Gattegno, 1976a: 55).

The need to decide when silence is appropriate and when it is not illustrates that Silent Way teachers need to have criteria to judge in each individual situation where students are in their learning process and whether silence would support them at that stage. Used appropriately, silence can facilitate the learning process. Used inappropriately, the opposite effect of creating tensions in students is also a likely result. This different effect shows that the Silent Way is not just a method of teaching that uses a variety of teaching techniques but an approach that requires more than just an understanding of Gattegno's theories. Silent Way teachers have to be aware of themselves to be capable of touching the awareness in students. Gattegno knows that using the Silent Way is challenging. He states:

Before using this approach teachers must be at peace with this demand, one which some find inadmissible (Gattegno, 1976a: 22).
Awareness plays a fundamental role in the Silent Way. Silent Way teachers need awareness at the third level before they can encourage and recognise awareness in their students. Silent Way teachers therefore not only facilitate learning but are also examples of human beings who attempt to become aware of the awareness of their awareness. Teachers who are interested in this approach have to make awareness on different levels the subject of their studies and observations before they can be effective. Gattegno never wrote teacher handbooks or course outlines because he expected of the teachers the same self-education as of the students. It is also virtually impossible by definition to describe a class in which the teacher subordinates teaching to learning because it develops according to the needs of the students and cannot be pre-planned. The format of the classes depends on the understanding and awareness of the individual teacher.

If teachers become aware of their own awareness they can be instrumental in freeing their students. Gattegno defines "freeing" thus:

"Freeing our students means giving them in the new language the know-how they already possess in their mother-tongue (Gattegno, 1976a: 2)."

According to Gattegno, students will be free of anxiety if they can sense that:

1.) they are not required to do more than is being done and, in particular, are not left to think that the whole language must be at their disposal when only a little has been explored; and,
2.) what they have done has been done well, occupies their time, and gives them the impression that they are on top of things, possessing criteria and a sense of thoroughness (Gattegno, 1976a: 4).

The aim of freeing students led Gattegno to the awareness that work on vocabulary needs to be postponed until pronunciation and structures have been mastered so that students can be more independent of their teachers. For the same reason, Gattegno rejects the aims of the communicative approach to teaching languages, because if students are not functional in
the language they have to remember whole statements which is too demanding on the memory. He states:

This discovery that the vocabulary we have to teach (ie. involve students in) can be made of only a few hundred words has led to the postponement of the expansion of vocabulary and the insistence that our responsibility as teachers is to make students function and not to store statements that might be useful, for example, in some special aspect of a trip. Making students function is linked with making them free. Once functioning, they will retain much more easily sets of words which are relevant in certain ways, as they prove when we present them with the pictures or the book of *A thousand sentences* (Gattegno, 1976a: 55).

The Silent Way is thus an approach to teaching languages rather than a language teaching method. The role of the Silent Way teacher is not so much to teach the language but to teach students. The format of Silent Way classes depends on the level of awareness of the individual teacher. The Silent Way is therefore for both teachers and students a challenge which can only be met with increased awareness.

To conclude, it can be stated that the Silent Way is based on a complex theoretical model that Silent Way teachers may or may not be aware of. Gattegno’s evolutionary model states that the realm of the truly human being is yet to come. While "pre-humans" are recognisable by fleeting moments of being aware of the awareness of their awareness, human beings will be in a permanent state of this third level of awareness.

Awareness plays such a central role in all aspects of Gattegno’s model that the Silent Way has been called "The Awareness Model" (De Cordoba, 1986). Silent Way teachers aim in their teaching at provoking awarenesses in students and make the different layers of awareness the object of their own observations.

Gattegno’s model of the self offers a detailed description of the attributes that are at any student’s disposal. For Silent Way teachers the understanding that these attributes are at the core of learners has
consequences for the ways in which they address students. Knowing that students are made up of these attributes allows teachers to trust in their students' capacities to learn anything. The understanding of the interplay between the self, the psyche and affectivity provides Silent Way teachers with tools to assess learning situations in which the psyche of the learner might interfere with the learning process.

All the different aspects of Gattegno's model cannot be listed here in terms of their role for Silent Way teaching. The data will provide more insights into their usefulness for Silent Way teachers. It is important to note in this context that the Silent Way has a strong theoretical pedagogical basis. There is a clear understanding of how learning takes place, how languages are learned and what teachers have to aim for in order to exchange their students' time for useful learning experiences. Gattegno's concepts will be examined in the light of current research into second language acquisition in the next chapter.
4.0. Introduction

The Silent Way is a holistic pedagogy with inherent assumptions about human learning as well as assumptions about the nature of language (Thompson, 1990: 25). These assumptions entail consequences for the understanding of the second language learning (SLL) and teaching processes. The Silent Way occupies thus a unique place in the area of second language acquisition (SLA) research because it is based on Gattegno's understanding of evolution and human nature which were described in detail in the previous chapter. Gattegno's theory of second language (L2) acquisition is based on his understanding of the processes involved in learning the first language (L1). He considers babies to be fully aware and fully responsible for their development. According to Gattegno, the self is present from the moment of conception, and the baby accepts challenges and integrates the resulting learning into his/her consciousness. The attributes of the self are always at the baby's disposal to do the necessary learning of the particular absolute the baby is going through.

The fact that the Silent Way is embedded in a model of the human being and an even larger model of evolution makes it distinct from other theories of SLA. In fact, other researchers have pointed out that "analysing or comparing Gattegno's model with any other" is a futile exercise because Gattegno provides a paradigm which "cannot be judged by the tools of what it proposes to replace" (Weiler, 1989: 17). Young even goes so far as to say that being based on the premise that only awareness is educable in humans, the Silent Way shares nothing with other learning theories or philosophies of education (Young, 1990: 554). However, since Gattegno's theory has been applied to the learning of a second language in the Silent Way, a review of literature related to SLA is warranted.

This chapter intends to establish links with current theories of SLA despite the above mentioned reservations. For the presentation of these theories
the researcher benefited from the work done by Larsen-Freeman & Long (1991) who presented the broad and fast growing field of literature on research in SLA in their book *An introduction to second language acquisition research*. For the purpose of this study, only the most common theories or those theories that share certain aspects with the Silent Way will be reviewed because Gattegno's work can only partially be located in the area of SLA. Of particular interest are the Monitor Theory, the Acculturation Model and the Multi-dimensional Model.

A second approach to SLA is the identification of learner characteristics. These are reviewed in the second section of this chapter. Neither approach to SLA plays an important role in terms of Gattegno's theorising, however, they are reviewed here to see whether evidence from the reports of Silent Way teachers in the present study can be explained within this research framework.

For the following explorations the researcher decided not to distinguish between second and foreign languages. A second language is a language one learns in a country where this language is spoken as the mother tongue. A French person learning English in Australia would therefore learn English as a second language. A foreign language is a language learned in a classroom, for instance, in a country where this language is not the native language. An Australian person learning French in Australia, for example, would therefore be classified as a foreign language learner. The differentiation between foreign and second languages usually also implies that foreign languages are acquired through formal instruction, whereas second languages are acquired through contact with native speakers who provide an environment in which the language "can often be 'picked up' from the environment" (Larsen-Freeman & Long, 1991: 6).

These distinctions are hard to maintain in multicultural societies like Australia, where foreign language learners can be in contact with groups of native speakers of the language they learn. Working with people from foreign countries and using foreign language media makes it possible for people to 'pick up' a language without formal instruction. By the same token, children growing up in non-English speaking families in Australia might still need to get formal instruction in their "native" language to be fluent in speaking and writing. These are just a few examples that show
how problematic the distinction between second and foreign languages can be in multicultural settings. The researcher therefore decided to use the term "second language" as a generic term that covers both foreign and second languages and all the variations of them. The term "second language" (L2) therefore refers to any language that is not the native language (L1). Using this as a definition means that technically, even a third or fourth language could be classified as "second language". Unless there is a specific need to distinguish between L2, L3, L4 and so on, languages other than the native language will be referred to as second languages.

The researcher does not differentiate between "learning" and "acquiring" a language. This distinction is regarded by the researcher as an artificial one because she considers even the process of "picking up" a language to involve conscious learning at some stage. The term "second language acquisition" therefore refers to the process of learning or acquiring a language regardless of the circumstances or setting. This convention to adopt "second language acquisition" as the generic term has also been adopted by other researchers (eg. Larsen-Freeman & Long, 1991: 6). However, while this convention is for some researchers a matter of convenience, for this researcher it is a philosophical statement, because in her opinion all learning involves consciousness.

4.1. Current theories in second language acquisition

In the last decade two major changes occurred in the area of language teaching and learning. First, language teaching methodology moved away from audio-lingual approaches to cognitive psychology and Chomskian linguistics (Lydon, 1989: 4) and second, Krashen (1982) developed the Monitor Theory which caused the focus in the literature to move increasingly away from teaching techniques towards the learning processes.
4.1.1. The Monitor Theory

Krashen offers a theory of SLA (Monitor Theory) that is composed of five hypotheses. The Acquisition-Learning Hypothesis states that two different processes are observable in the development of adult L2 competence: acquisition and learning (Krashen, 1982: 10). Acquisition is defined as "a subconscious process identical in all important ways to the process children utilise in acquiring the first language" (Krashen, 1982: 10). Learning is seen as the product of formal instruction. It is "a conscious process that results in 'knowing about' language" (Krashen, 1982: 10). Acquisition implies a lack of awareness of the process of developing competence in the second language. Learning involves explicit knowledge of the grammar.

The Natural Order Hypothesis states that "the acquisition of grammatical structures proceeds in a predictable order" (Krashen, 1982: 12). This order is not determined by linguistic complexity and does not reflect instructional sequences (Larsen-Freeman & Long, 1991: 242).

The Monitor Hypothesis states how acquisition and learning are used in language production. The ability to produce utterances comes from the learner's acquired competence while the learned system serves as an editor or monitor. In order to use the monitor the learner must be consciously concerned with correctness and know the grammatical rules to modify her/his statements.

The Input Hypothesis maintains that a second language is acquired through receiving and processing comprehensible input which has to consist of structures that are one step beyond the current level of competence "i + 1" (comprehensible input at one level beyond the current competence). The unknown structures are understood with the help of linguistic and extra-linguistic context, and in the classroom by devices such as pictures, translation and explanation. Speaking then emerges as the result of increased competence (Krashen, 1982: 21-22). Input is seen by Krashen as the critical factor in language acquisition. He writes:

If input is understood, and there is enough of it, the necessary grammar is automatically provided... input is the essential
environmental ingredient... (but) there is a significant contribution of the internal language processor (Chomsky's Language Acquisition Device: LAD) (Krashen, 1985: 2-3).

The Input Hypothesis implies that there may be silent periods of varying lengths before learners start to speak. These silent periods become an important issue for the current study because they are also observable in Silent Way learners. However, while Krashen seems to suggest that students process in silent periods the comprehensible input the teacher provided, Gattegno postulates that students produce language in silent periods.

The Affective Filter Hypothesis claims that affective factors such as motivation, self-confidence and anxiety play an important role in SLA (Krashen: 1982: 32). Highly motivated, self-confident learners with low levels of personal anxiety are considered more successful language learners. Lack of motivation, low self-confidence, interfering anxiety can "raise the filter" and stop the comprehensible input from reaching the LAD (Krashen, 1982: 31).

The five hypotheses that form the Monitor Theory can be summarised as follows:

People acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. When the filter is 'down' and appropriate comprehensible input is presented (and comprehended), acquisition is inevitable. It is, in fact, unavoidable and cannot be prevented- the language 'mental organ' will function just as automatically as any other organ (Krashen, 1985: 4).

Krashen's model has been criticised by many researchers. Larsen-Freeman & Long (1991) offer a summary of critiques made within the SLA literature (pp 245-249). The major criticism came from McLaughlin (1978) who considered Krashen's distinction between learning and acquisition to be rather one of conscious and subconscious processes (Larsen-Freeman & Long, 1991: 245). McLaughlin also criticised the ways in which Krashen
explained the variations in morpheme accuracy orders. Other criticisms
relate to the fact that Krashen's hypotheses cannot be tested because
variables, like the affective filter, cannot be defined precisely enough.
These criticisms are of no relevance for the present study. Within the
framework of this study a few disparities between Krashen's model and
Gattegno's model are, however, worth mentioning.

As Gattegno postulates that all learning is conscious, it is obvious that the
idea of acquisition as Krashen defines it does not have a place in
Gattegno's theory. It is therefore only the learning process that occupies a
place in the theories of both Gattegno and Krashen. Krashen's learning
process equates consciousness with knowledge of the grammar through
formal instruction. This is not the way Gattegno understood the term
consciousness. Silent Way teaching is aimed at learners becoming aware
of how to express their reality through language. To be able to express
themselves they need to be aware of the grammar of the language but they
do not need to be able to verbalise grammar rules. As Weiler points out in
this context:

For Krashen on the other hand, conscious learning is
synonymous with formal instruction and the ability to verbalise
the rules of the language. He has not pursued the notion that
consciousness could exist at the non-verbal level. For instance,
one can know that a certain usage is inadequate for one's
purposes without necessarily verbalising this knowledge. The
realisation of awareness of phenomena is the first stage and
the verbalisation the second (Weiler, 1989: 143).

Related to this different understanding of conscious learning, Krashen
seems to assume that if all the right conditions are given, "the language
'mental organ' will function just as automatically as any other organ"
(Krashen, 1985: 4). Here Krashen offers no explanations as to how the
language learning process functions. One has to assume that he means the
brain by "mental organ" and it is highly disputable that the brain functions
"automatically" the same way the kidneys do. If indeed anyone who was
presented with these ideal circumstances would automatically learn the
second language there would be no cases of people who did not manage
even though they had comprehensible input and low affective filters. One
such person, Wes, was examined by Schmidt (1981, 1983). Wes, who lived in Honolulu as an artist originally from Japan, was exposed to much comprehensible input over many years and seemed to have low affective filters and was highly motivated to learn English (Schmidt, 1983: 143). Despite meeting all the requirements that Krashen requires for an "automatic" functioning of the "mental organ", Wes stopped developing his grammatical competence at a level that was far from native-like. Krashen reacts to the case of Wes in the following way:

His grammatical problems cannot be blamed on the quantity of input he received....Wes seems to have a 'low filter type of personality- high self-esteem, low anxiety and motivated to communicate. Schmidt does point out, however, that Wes's motivations for moving to Hawaii were only in a small way integrative. ... Wes retained a strong sense of being Japanese (Krashen, 1985: 50).

Krashen gives a reason here that he fails to list as a prerequisite for the successful application of his theory. If the student has to give up his/her sense of belonging to a certain culture in order to acquire a language then Krashen's theory starts to blur lines with Schumann's acculturation model. A case like Wes could, however, be explained by Gattegno's model. One can assume that Wes has not invested the necessary energy, or, in Gattegno's words, paid the necessary ogdens (see explanation on p. 126), to enter into the spirit of the language. His preferred learning style is classified as "natural acquisition" (Schmidt, 1983: 143). Presuming that acquisition is understood here in Krashen's terms, it means that, in Gattegno's terms, he never invested conscious energy into the learning process. He may have thought that he could just "pick up" the language by being in the country, but, exactly as this case proves, only what is met with awareness can lead to learning.

As mentioned above, Krashen can be criticised on several accounts. In relation to Gattegno's model, there is also a marked difference in assumptions about the role of affects in learning. While Krashen suggests that a raised affective filter can create a mental block that prevents comprehensible input from reaching the language acquisition device (LAD) (Krashen, 1982: 31), Gattegno states that learners can control their feelings
and emotions so they do not interfere with the learning process. By putting the self at the helm, the student can concentrate on the here and now of the task at hand. In fact, tension or some level of anxiety is seen as a prerequisite to having an awareness. However, this tension or anxiety stems from not knowing the solution to a linguistic problem but not from psychic obsessions. Gattegno expresses it thus:

To prevent one's past from blocking the work of intelligence, the influx of energy must be towards the immediate future, sustaining in the here and now these initiatives that seemed demanded by the encounter with the challenge (Gattegno, 1977d: 24).

In other words, while for Krashen negative emotional factors can prevent the learning process, for Gattegno the involvement of the attributes of the self ensure the continuation of learning even if negative emotions enter the awareness. This can be done by addressing the attribute of intelligence, as was shown in the quote above, or patience, or surrender, or any other attribute that may need addressing. While De Cordoba points out correctly that "the amount of control over affective behaviour attributed to language learners by the Awareness Model is unique in the literature on affect summarised in this study" (De Cordoba, 1986: 107), it is arguable that Gattegno's view is a "cognitive view of affect because emotions and feelings are described in terms of mental constructs" (De Cordoba, 1986: 107).

The above discussion is based on Krashen's assumption that the affective filter does not exist in children but comes into play in adolescents and adults. However, as Gregg (1984) pointed out there is no explanation offered as to why the filter does not exist in children. In order to do this, Krashen would have to offer a model of first language acquisition as well. Again, Gattegno's model of the absolutes and his understanding of the interaction between self and psyche can offer some valuable insights as to why some adults learn with more difficulty than children do. He also offers a comprehensive model of first language acquisition as presented in chapter three.
There is no need to list the various substantial criticisms that have been expressed about the Monitor Model. As Larsen-Freeman & Long point out, the model offered an "attempt to make sense of a wide array of disparate research findings" and "stimulated a good deal of data-based research" (Larsen-Freeman & Long, 1991: 249). In this sense it needs to be appreciated for the attempt to provide a model and the effect of generating more research.

While the Monitor Theory is based on the distinction between acquisition and learning and considers successful language learning to be dependent on sufficient comprehensible input and low affective filters, the Acculturation Model assumes that language learning depends solely on social variables.

4.1.2. The Acculturation Model

A second model that attempts to explain the L2 learning process is Schumann's Acculturation Model. This model forms part of environmentalist theories which explain the language learning process through external variables, not cognitive processing (Larsen-Freeman & Long, 1991: 249-251). As theories that fall into this category try to account for second language acquisition in naturalistic settings they are not related to the theory behind the Silent Way which concentrates on the very artificial learning process in the classroom. As a representative of environmentalist theories of second language acquisition the Acculturation Model is introduced briefly at this point to help situate Gattegno's theory.

Schumann's acculturation model arose out of observations of the second language acquisition of Alberto, a Costa Rican, who acquired ESL in Massachusetts without formal instruction. Despite English instruction after ten months Alberto's English did not significantly improve (Schumann, 1978a, 29-30). Schumann came to the conclusion that Alberto's lack of improvement could be explained by the social and psychological distance that Alberto felt towards the speakers of English. The following eight phenomena are listed by Schumann as negative factors that could offer an explanation as to why Alberto's success was limited. These factors included:
1) social dominance: Being a working-class Latin American migrant Alberto belonged to a socially subordinate group.
2) integration pattern: The group Alberto belonged to had an integration pattern that lay between preservation of cultural identity and assimilation into the target language culture.
3) enclosure: Alberto belonged to a group with relatively high enclosure, that is, the group had its own newspapers, churches, clubs and other institutions.
4) cohesiveness: The group Alberto belonged to was relatively cohesive which interferes with close contact with the target language group.
5) size: The group Alberto belonged to was fairly large, which contributes to members of the group having closer contact within the group than with the target language group.
6) cultural congruence: Alberto's cultural group and the target language group were culturally not very congruent which worked against inter group contact.
7) attitude: The attitude of Alberto's group towards the target language group were often neutral to hostile.
8) intended length of residence: Alberto did not intend to stay very long in the environment of the target language group which mitigates against efforts to make contact with the target language group (Schumann, 1978a: 29-31).

On an individual level, Schumann names four factors that could contribute to psychological distance: language shock, culture shock, motivation and ego permeability. These factors can play a role when the learner is a member of a cultural group that does not experience social distance (Schumann, 1978a: 86). Schumann uses the psychological variables to explain why some people may acquire a language even if social factors are not conducive to it and others may not acquire the language if social factors do not mitigate against acquisition. He states:

An individual may learn under social conditions which are not favorable for SLA and may not learn under social conditions which appear to be favorable. The psychological variables influencing acculturation and hence SLA are affective in nature
and include language shock, motivation and ego permeability (Schumann, 1978a: 31).

Since psychological factors are seen by Schumann as variables in the language acquisition process independent of the social distance variable and since they show certain similarities to Gattegno's concepts, they deserve more attention here. Schumann states that language shock can express itself in slightly different forms. Learners may be worried about appearing foolish or sounding funny when they speak the second language. They may be afraid that what they want to say does not come across correctly in the second language. They may also become frustrated because speaking a second language usually does not offer the personal gratification that one can experience when speaking the first language, because lack of proficiency in the language means that one cannot attract as much praise and attention (Schumann, 1978a: 31-32). Language shock therefore confronts the learner with ego deficiency states that can interfere with the successful acquisition of the language. The same effect can be noted in the case of culture shock. Being confronted with a new culture can lead to disorientation which can cause an anxiety in the learner that interferes with the acquisition process (Schumann, 1978a: 32).

Both language and culture shock can be, as the word "shock" indicates, debilitating variables in the SLA process. The other two variables Schumann mentions also influence the acquisition process. Motivation can be either integrative or instrumental. Whether a person wishes to integrate into the new culture or to use the language as an instrument to achieve certain aims, as in business, seems to make little difference to the acquisition of the language. Both types of motivation can lead to acquisition (Schumann, 1978a: 32-33).

The last variable that Schumann mentions is ego-permeability. It is based on the assumption that the ego boundaries of a person become more rigid with age and personal disposition. Those learners that are less rigid and are more open to accept change in their language ego are considered to be the more promising learners because learning a new language does require change on many different levels (Schumann, 1978a: 33). Schumann asserts that children have a greater chance to learn a second language because they are not only less afraid of making mistakes and
inventing new words to suit their needs they also are more open to accept change. Schumann therefore states that:

... perhaps the successful adult second-language learner is an individual who has access to more childlike ego states in which greater ego-permeability exists (Schumann, 1978a: 53).

It needs to be remembered here that Schumann sees the language acquisition process as a result of the acculturation process. He does not apply these variables to the learning process that may go on in a structured lesson. He states:

If language shock and cultural shock are not overcome and if the learner does not have sufficient and appropriate motivation and ego-permeability, then he will not fully acculturate and hence will not acquire the second language fully (Schumann, 1978a: 34).

Despite the concentration on the acculturation process, motivation and ego-permeability are two factors that are mentioned in the literature reviewed below on learner characteristics. It is in that context that they become relevant to the learning theory proposed by Gattegno and become an important issue for the current study.

Both social and psychological distances can serve as an explanation for limited success in the language acquisition process. Coming back to the ESL learner Alberto, Schumann noted that Alberto's social and psychological conditions showed similarities to those associated with pidginization. From there he formulated the pidginization hypothesis which claims that the processes in early naturalistic second language acquisition and pidginization were the same. Thus:

The social and psychological forces that cause the persistence of pidginization have been discussed. The term persistence is used because pidginization appears to be characteristic of early second language acquisition in general (Schumann, 1978a: 110).
Schumann saw the similar linguistic features of pidgins and early second language learners that were a result of a simplification process. Both groups simplify their language because they want to give or get information in interaction with members of the other group. Schumann did not claim that second language learners in the early stages of their process are the same as pidgins; however, he did observe that the process of simplification is the same. He states:

No claim is made that Alberto spoke a pidgin, but since the simplifications and reductions in his English are characteristics of pidginization, we simply observe that his English shows evidence of pidginization (Schumann, 1978a: 71).

Since both pidgins and early second language learners used language mainly to fulfill a communicative function, a simplified version would be sufficient. However, as they progressed to use the second language to serve their integration (integrative function) and to fulfill psychological needs (expressive function) they would produce more complex structures (Larsen-Freeman & Long, 1991: 254-257). Schumann equated this process with creolization which is the process of learning pidgin as the first language by children of pidgin speakers. However, since the second language learner according to Schumann wants to speak more and more like the native speakers of the target language, Schumann dropped the comparison with creolization at a later stage (Schumann, 1978b). As Larsen-Freeman & Long point out, other researchers then tried to see an analogy between the later stages of the SLA process and decreolization because both processes "have a standard language target" and "each stage of development is closer than its antecedent to the target" (Larsen-Freeman & Long, 1991: 257). The details of the discussion in the literature are of no further interest for the purpose of this review; what needs to be mentioned here is that the above-mentioned social and affective factors combine, according to Schumann, "into a single variable which is the major cause variable in SLA" (Schumann, 1978a:29). He distinguishes between two types of acculturation:

In type one acculturation, the learner is socially integrated with the TL (target language) groups and, as a result, develops sufficient contacts with TL speakers to enable him to acquire
the TL. In addition, he is psychologically open to the TL such that input to which he is exposed becomes intake. Type two acculturation has all the characteristics of type one, but in this case the learner regards the TL speakers as a reference group whose life style and values he consciously or unconsciously desires to adopt (Schumann, 1978a: 29).

This quote shows that in Schumann's understanding social integration and psychological openness facilitate acculturation which leads to language learning. The acculturation model is thus only concerned with acquiring a second language outside the classroom. Schumann lists the circumstances which contribute in his mind to the successful acquisition of the language, however, he does not offer an explanation as to how these conducive circumstances lead to people being able to express themselves in the target language. In other words, he does not comment on the internal processes that take place in the learners for them to make the language their own. In response to various criticisms about his model (Larsen-Freeman & Long, 1991: 258-264), Schumann modified in 1986 his assertion that acculturation was the cause for second language acquisition by stating that acculturation set in motion a chain of other causes. He writes that:

... there may be a chain of causality in natural SLA that perhaps operates in the following way. Acculturation as a remote cause brings the learner into contact with TL-speakers. Verbal interaction with those speakers as a proximate cause brings about the negotiation of appropriate input which then operates as the immediate cause of language acquisition. Acculturation then is of particular importance because it initiates the chain of causality (Schumann, 1986, cited in Larsen-Freeman & Long, 1991: 265).

It seems that Schumann here does not say anything different from Krashen who claims that exposure to the target language alone can lead to acquisition. While the model offers some explanations in regards to causes for acculturation it does not explain how and why second language acquisition occurs. Further he does not mention the role L1 plays in the acquisition of L2. These and other criticisms have been listed by Larsen-
Freeman & Long (1991: 262-254). The most problematic aspect of this model seems to be the omission of the mental powers of the learners on which Gattegno builds his model. For Gattegno, the learning of L1 and L2 are conscious processes which require the mental powers of the self to become possible. Being able to express oneself in the second language is, for Gattegno, the result of previous conscious activity which went through the four stages of learning and then became automatic (Gattegno, 1973: 14-17). Once learnings have become automatic they could be considered unconscious, however, automatic functionings can at any time be called into consciousness again if, for instance, modification needs to be made to the material that has become automatic. Schumann does not address any of these issues which Larsen-Freeman & Long deplore by saying that:

... both group and individual social and psychological factors must surely have some role in a comprehensive theory of SLA, perhaps most obviously as variables conditioning the amount and type of target-language exposure the learner experiences. Equally clearly, on the other hand, it should come as no surprise if a mental process, (second) language learning, is not successfully explicable by any theory which ignores linguistic and cognitive variables (Larsen-Freeman & Long, 1991: 266).

This quote contains not just a criticism of the Acculturation Model but argues that a theory which tries to clarify the SLA process needs to offer linguistic and cognitive explanations. While the Acculturation Model does not consider these variables at all, the Multidimensional Model attempts to offer psycholinguistic explanations for developmental stages in learning.

4.1.3. The Multidimensional Model

In the seventies a group of researchers from the University of Hamburg studied the acquisition of German as a second language by Spanish and Italian workers. The ZISA (Zweitsprachenerwerb Italienischer und Spanischer Arbeiter) project resulted in a theory of SLA which is being constantly refined and still leads to new studies (Larsen-Freeman & Long, 1991: 270). The group found that both children and adults followed a developmental sequence in their language production which also meant
that they added new rules to previously learnt ones. The order was as follows:

1. Stage x: canonical order (SVO)
2. Stage x+1: adverb preposing (ADV)
3. Stage x+2: verb separation (SEP)
4. Stage x+3: inversion (INV)
5. Stage x+4: verb-end (V-END)


The interesting aspect of this project was not only that a developmental sequence was established but that they also offered a psycholinguistic explanation for the sequences. Clahsen (1981, 1984, 1987) and Pienemann (1985a) showed that the five structures accounted for five developmental stages in which the learners used three speech-processing strategies in various combinations. These speech-processing prerequisites led to a temporal order of learnability. Pienemann's Teachability Hypothesis (1984) claims that the teachability of a language item will always be limited by its learnability, which means that learners have to be ready to learn the item. The speech processing strategies constrain what a learner can process at any stage. In this way the strategies limit what is comprehensible and therefore learnable at any time which means that language teachers must attempt to teach structures that do not need analysis beyond the current processing level of the student (Larsen-Freeman & Long, 1991: 272). These findings of the original ZISA project confirm two claims made by Gattegno. One refers to the law of temporal hierarchies in which Gattegno explains that certain items can only be learnt once the previous items have been integrated (see chapter 3). The other point relates to Gattegno's proposition to subordinate teaching to learning. Pienemann's Teachability Hypothesis has been tested by Pienemann in 1984 and 1989 in a study which looked at the effects of instruction on second language development. The ten Italian children that he studied received the same instruction in a structure at stage x+3. The pre- and post-test data showed that learners who were taught the structure of stage x+3 when they themselves were at either stage x or x+1 were no better at the structure when the lessons had finished. Those students, however, who were at stage x+2 at the beginning of the instruction started to apply the new structure after the lessons had finished. This study showed that
students cannot skip a developmental stage. While Pienemann does not claim from there that teachers should therefore orient their teaching towards the learning the students want to do, this result shows that students do not necessarily learn what teachers teach. This was also claimed by Gattegno who observed that teaching in traditional schools implies the imparting of knowledge from teachers to students. This approach produced many students who did not end up knowing what their teachers knew or who were not well enough prepared to meet the unknown (Gattegno, 1970: 2).

The Multidimensional Model covers not only the developmental dimension in second language acquisition, it also incorporates the variational dimension, which accounts for individual learning paths. The variational factor recognises that learners may opt for either accuracy or communicative effectiveness in language production (Clahsen, Meisel & Pienemann, 1983).

These "standard" and "simplifying" learner types were already identified in the original ZISA project and it was found that both types show simplification in their Interlanguage: 1. restrictive simplification ("Julia happy") and 2. elaborative simplification ("He wented") (Larsen-Freeman & Long, 1991: 282). It was found later that restrictive simplification was more common among learners who were 'segregatively oriented' and elaborative simplification was more common among 'integratively oriented' learners (Clahsen, Meisel and Pienemann, 1983, cited in Larsen-Freeman & Long, 1991: 283).

As the other models of second language acquisition, the multidimensional model can be criticised on various grounds (Larsen-Freeman & Long, 1991: 283-287). One of the greatest strengths of the model lies in the fact that Pienemann's Teachability Hypothesis is testable and that predictions can be made on the basis of this hypothesis. One of the biggest problems is that the model does not explain how learners learn what they do learn within the processing constraints (Larsen-Freeman & Long, 1991: 285). For second language teachers the model offers an understanding of developmental stages which can serve teachers in their decisions as to what to teach at what time and also to analyse errors in this light. Gattegno's approach to let students produce the utterances and then to have teachers supply the feedback on these utterances seems to take into
consideration both the developmental and the variational axis of the model. Gattegno's model, however, is not testable because the existence of and the relationship between the variables (self, psyche, affectivity) has not been defined and "scientifically" proven. The process described in Gattegno's theory can only be observed in individuals by themselves.

The above mentioned models and theories are only some of those more recognised examples dealing with the SLA process. Krashen's model represents the nativist theories which claim that second language acquisition becomes possible through some innate capacity. Chomsky's Universal Grammar Theory also belongs in this category (Larsen-Freeman & Long, 1991: 227). Schumann's Acculturation Model, in contrast, represents environmentalist theories which claim that it is the individual's experiences that lead to development rather than their innate contributions (Larsen-Freeman & Long, 1991: 249). The last category of interactionist theories was here represented by the Multidimensional Model, because it uses both environmental and innate factors to explain second language learning (Larsen-Freeman & Long, 1991: 266). As was shown, all of the presented models have so far been both supported and refuted by empirical research. Second language acquisition research is still in its infancy and the research that has been conducted so far often has concentrated on assessing the final language product rather than the process involved in learning. Larsen-Freeman & Long deplore this state of affairs by saying:

...in most North American and European SLA research of the 1960s and 1970s, the focus was either on errors defined in terms of the mature L2 system, or alternatively, on items held to be acquired when they were supplied 80 or 90 per cent accurately in obligatory contexts (or some variant thereof). Studying 'acquisition', in other words, mostly meant assessing how far learners were from the finishing line or studying them as they crossed it (Larsen-Freeman & Long, 1991: 283).

They continue to say that the multidimensional model was the first model which tried to explain the learning process by taking a learner-oriented perspective (Larsen-Freeman & Long, 1991: 283). Another model which focuses solely on the internal processes in the learner is the Information
Processing Theory of McLaughlin, Rossman and McLeod (1983) which, in the context of Gattegno's model, deserves special attention and is reviewed in the following chapter.

While the above-mentioned models try to explain how languages are learnt, they do not supply answers to the important question why some people are better at learning a language than others. The next section will explore the characteristics that successful language learners share.

4.2. Learner factors in second language acquisition

The question of differential success among second language learners leads to a whole new review of the relevant literature which considers many different factors to be responsible for successful learning. Some of these factors have been summarised by Wong-Fillmore (1985):

Some personality or cognitive style characteristics that affect second language learning include: the willingness to take risks, pattern recognition abilities, tolerance of ambiguity, skill in social interactions, attitude towards the target language, and motivation (Wong-Fillmore in McLaughlin, 1987: 155).

The following explanations for differential success will be considered in this section: language aptitude, age, motivation, personality, learning strategy and other factors. Some of these factors will be related only to the language learner, others like motivation will include results from studies with learners in other areas as well. The literature on each of these variables will be summarised and then compared to Gattegno's understanding of these characteristics in Silent Way learners. For another review of literature related to learner characteristics reference can be made to De Cordoba (1986).
4.2.1. Language aptitude

Language aptitude has been defined as a concept that:

... corresponds to the notion that in approaching a particular learning task or program, the individual may be thought of as possessing some current state of capability of learning that task - if the individual is motivated, and has the opportunity of doing so. That capability is presumed to depend on some combination of more or less enduring characteristics of the individual (Carroll, 1981: 84).

According to Carroll, four independent abilities make up foreign language aptitude: 1) phonetic coding ability, 2) grammatical sensitivity, 3) rote learning ability for foreign language materials and, 4) inductive language learning ability (Carroll, 1981: 105). The first ability means that the language learner has to be able to distinguish between sounds, to associate a sound with a symbol that represents it and to retain these associations. The second ability means that the learner can identify words or phrases in respect to their grammatical functions. The third ability refers to the learning of associations between sounds and meanings and to the remembering of these connections. The fourth ability refers to the capacity to induce grammatical or semantic rules or patterns from a set of language materials (Carroll, 1981: 105). These aptitudes are most commonly tested by either the MLAT (Modern Language Aptitude Test) or the LAB (Language Aptitude Battery). The MLAT was developed by Carroll and Sapon and reflects the abilities Carroll suggested were necessary for foreign language learning. The LAB was designed by Pimsleur (1966) and tries to assess the three components of language aptitude Pimsleur proposed. The first component refers to verbal intelligence and tests the capacity to reason analytically about verbal material. The second component assesses motivational levels and the third refers to auditory ability.

The two tests differ in their underlying understanding of verbal intelligence and motivation. They share, however, the view that the following features are characteristics of good language learners: auditory capacity, the ability to establish sound-symbol relations and grammatical abilities. Both tests
"have been shown to make a consistent and substantial contribution to the prediction of student achievement in a variety of adolescent and adult language training programs" (Wesche, 1981: 120). The tests are therefore considered successful in predicting success in the learning of a foreign language. There is, however, substantial discussion about the concept of a specific language learning capacity and the role general intelligence plays in language aptitude (Larsen-Freeman & Long, 1991: 170). It is sometimes argued that the capacity to acquire languages and codes is a universal human cognitive characteristic. But although everyone acquires their first language, people differ in their verbal facility in their first language. It is therefore "reasonable to suppose that there are differences in the capacity to accommodate to, and develop other phonological, lexical, grammatical, and semantic systems and to switch codes" (Stern, 1983: 372). If one assumes that a special aptitude is needed to switch codes and to adapt to a new language system then it seems justified to claim that second language learning involves "(a) general cognitive and learning skills as well as (b) some special skills of the kind identified in the language aptitude batteries" (Stern, 1983: 372). It needs to be remembered, however, that language aptitude tests address the cognitive and analytical aspects of language learning. Affective variables have been shown to also play a big role in language learning. Henning (1983) states that about 25-50 percent of the variance in achievement can be explained by affective and personality factors. Non-cognitive variables for differential success will be explored below.

4.2.2. Age

The discussion around a critical period in connection to second language learning is one of the most controversial ones in the area of learner factors. While some researchers claim that younger learners have an advantage over older learners (Scovel, 1981; Krashen, Long and Scarcella, 1979), others think that children and adults have to go through the same processes during SLA and that older learners are at an advantage because they can start off faster (Snow, 1983; Ellis, 1985). The general tendency in the research literature is that "older is faster, but younger is better" (Larsen-Freeman & Long, 1991: 155). Children in general show an advantage in achieving an accent-free performance in a second language. They also
learn more intuitively in social situations (Stern, 1983: 367). Older children or adults learn faster and "more readily by means of cognitive and academic approaches" (Stern, 1983: 367). The many studies conducted in the field of age related learning capacities show different results because they sometimes focus more on relative learning speed, sometimes on ultimate absolute abilities. While Lenneberg (1967) claims that there is a critical period beyond which it is impossible to master a second language completely, Neufeld (1979) concluded from his studies that accent-free performance in a second language is possible and that therefore no sensitive period in second language acquisition exists (Larsen-Freeman & Long, 1991: 159). Since Neufeld's study has been criticised mainly on methodological grounds, Larsen-Freeman & Long come to the conclusion that:

In summary, Neufeld's studies seem most valuable as demonstrations of the high standards both foreign and second language learners sometimes achieve. The findings do not, in our view, constitute counter-evidence to the idea that there is a sensitive period for SL (and second dialect) phonology (Larsen-Freeman & Long, 1991: 160).

As explanations for the differences between children and adults in achievement of native like performance in a second language, various explanations are offered in the literature. The social-psychological explanation is that adults might have a firmly established identity as a speaker of a certain first language and they may prefer to speak a second language with an accent so they can be identified as a speaker of a certain L1 (Brown, 1987: 51). They may also be more inhibited or may be unwilling to learn the second language completely because they have negative attitudes towards the speakers of the target language (Lambert, 1967). In other words, children may not have as much resistance against the socialisation that is the final outcome of having mastered the target language (Larsen-Freeman & Long, 1991: 163).

The second major explanation for different achievement levels is of cognitive nature. Based on Piaget's formal operations stage which involves the ability to think abstractly, the argument runs that children might use the LAD (Language Acquisition Device) as in L1, while adults may employ

The third explanation for differential success between adults and children refers to input levels. It is argued that children get less complex input that is more relevant to the present which offers them more examples. They are also more likely to engage in activities with other children of the target language which helps them to get more phonological practice (Larsen-Freeman & Long, 1991: 164).

The last main explanation is based on neurological studies. Lenneberg (1967) showed that around the time of puberty the right and the left hemispheres specialise for different functions. They claim that before puberty the brain is more plastic and flexible. After puberty this "loss of plasticity is significant in that it signals a loss of flexibility of neurophysiological programming of neuromuscular coordination mechanisms" (Scovel, 1981: 37), something that would be expected to adversely affect an individual's ability to control the articulators necessary in SL pronunciation" (Larsen-Freeman & Long, 1991: 164). Other researchers agree that loss of neurological plasticity reduces SLA abilities but they claim that there are more factors that can cause the loss (Scovel, 1988). Larsen-Freeman & Long summarise the studies that show evidence to counter the above-mentioned explanations for differential success based on age differences (Larsen-Freeman & Long, 1991: 164-166). Stern clarifies why the age question is problematic by arguing that the:

... optimal age question is one of interpretation which should only be asked after the age-specific characteristics of language learning have previously been established. The trouble with the discussion of the age issue has been that for practical reasons the optimal age question has been asked too soon, namely before the developmental characteristics of different stages of second language learning had been properly investigated (Stern, 1983: 366).

To summarise, the knowledge concerning the role age plays in the SLA process is very contradictory and limited at present. Brown concludes from the research as follows:
What we do know is that adults and children alike appear to have the capacity to acquire a second language at any age. If a person does not acquire a second language successfully it is probably because of intervening cognitive or affective variables and not the absence of innate capacities. Defining those intervening variables appears to be more relevant than probing the properties of innateness (Brown, 1980: 60).

The factors that could possibly support or interfere with SLA will be discussed in the following section.

4.2.3. Motivation and attitudes

In this section, non-cognitive factors that play a role in SLA will be explored. The studies concerning motivation and attitudes will be presented together because both see the learner as a social being. Learner factors based on the view of the learner as individual will be treated separately in the subsequent section.

Within the framework of social psychology, many studies have tried to explain learner success with motivational factors. Gardner and Lambert (1959) introduced the distinction between integrative and instrumental motivation. Brown offers the following definitions:

Instrumental motivation refers to the motivation to acquire language as a means for attaining instrumental goals: furthering a career, reading technical material, and so forth. An integrative motive is employed when a learner wishes to integrate himself within the culture of the second language group, to identify himself with and become a part of that society (Brown, 1980: 114).

In early studies it was assumed that integrative motivation was superior to instrumental motivation because integrative motivation was seen to result in increased effort which in turn led to more success in SLA (Gardner & Lambert, 1972). This perspective was subsequently challenged by various researchers. Lukmani (1972) showed that Marathi-speaking Indians
learning English in India performed better in tests of English proficiency if they were instrumentally motivated. Krashen (1981: 26-29) showed that either type of motivation can lead to successful acquisition of a second language. This was already found by Burstall (1975) who showed that both types of motivation led to success in acquiring French by her subjects. Another study by Strong (1984) who studied Spanish-speaking children learning English in America showed that "the students' intensity of integrative motivation increased relative to their English language proficiency" (Larsen-Freeman & Long, 1991: 175). This resulted in the explanation that integrative motivation is not the cause of successful SLA but the effect. In other words, those students who were good at learning the second language became more interested in studying it. Another case mentioned by Schumann (1978c: 168) showed that learners became proficient in a second language in order to defend their native language and culture. This case shows that even anti-integrative motivation can lead to successful SLA. Having the aim of defending one's culture and language fits, in a paradoxical way, the definition of instrumental motivation. A more thorough discussion on motivation as an expression of the human need to know and to discover will be offered in the section on Information Processing Theory.

Other factors that have an indirect effect on success in the acquisition of second languages are attitudes, not only to the target language and its speakers but also to the target culture in general. Attitudes have been shown to be influenced by parents, peers, the learning situation, teachers and ethnicity (Larsen-Freeman & Long, 1991: 178-184). Attitudes towards speakers of the target language and their relation to success in a SL have been most widely researched. Scherer and Wertheimer (1964) showed that positive attitudes of American college students learning German towards Germans and towards themselves speaking German were correlated with success in acquiring the language (Larsen-Freeman & Long, 1991: 176). Many studies of this type were done in the bilingual setting of Canada (van Els, 1984). Interestingly, it has been found that attitudes hardly play a role in children's successful acquisition of SL. Six-year-old English-speaking Canadians learning French showed no correlation between attitudes and language proficiency (Hamayan, 1980, cited in Larsen-Freeman & Long, 1991: 176).
As in the case of motivation there have been studies which seemed to suggest that the relationship between cause and effect works in reverse. Hermann (1980) studied a group of German children learning English as a foreign language and she came to the conclusion that students who had been studying English for longer and with more success had more positive attitudes towards the target culture than those students who had just started and were not as proficient. She argued:

The mere satisfaction (a learner) derives from achievement of the learning task may influence his attitude to the ethnolinguistic group in question and even result in a change of such attitude (Hermann, 1980: 249).

This finding resembles the one of Strong (1984) in that both seem to suggest that motivation and positive attitudes towards the target language group are the result, not the cause of success in the second language (Larsen-Freeman & Long, 1991: 177).

4.2.4. Personality

On a more individual level, personality is regarded in the literature as another variable that influences second language acquisition. As personality traits that favour or disfavour second language acquisition the following are most often considered: extroversion/ introversion, self-esteem, anxiety, risk-taking, empathy, tolerance of ambiguity, inhibition, sensitivity to rejection, impulsiveness and reflectiveness.

4.2.4.1. Extroversion/ introversion

It is commonly believed that extroverts are more successful language learners. However, no correlation was found between scores on extroversion and performance on listening comprehension and imitation by Canadian learners (Naiman et al, 1978). Larsen-Freeman & Long (1991: 185) list the different studies that both support the link between extroversion and language proficiency and also contradict it. While learners are often
encouraged to be outgoing and uninhibited to develop communicative skills (Stern, 1983: 381), the conclusion to date is that:

... if everything is equal, extroverts do better in speaking than introverts. However, in real life "everything else" is rarely equal. Thus we have to say that, to date, experimental evidence does not seem to support popular notions about the role of extroversion in second-language learning (Schumann, 1978c: 170).

It needs also to be remembered that cultural differences in valuing personality traits may play a role in the way these traits influence SLA (Larsen-Freeman & Long, 1991: 186).

4.2.4.2. Self-esteem

Self-esteem can be defined as the feeling of self-worth or value an individual associates with her/himself (Larsen-Freeman & Long, 1991: 184). Schumann distinguishes between three aspects of self-esteem:

(1) global self-esteem, which is an individual's overall assessment of his (sic) worth; (2) specific self-esteem, which refers to self-evaluation in various life situations (education, work, social interactions, sport) and various individual characteristics (personality, intelligence, and attractiveness); and (3) task self-esteem, which involves self-valuations in specific tasks (writing papers, driving a car, taking tests) (Schumann, 1978c: 171).

The effects of these three aspects of self-esteem on French oral performance by American college students was tested by Heyde (1979). The results showed that all three levels correlated significantly with students' performances, the highest correlation was between task self-esteem and performance. Her study also seems to suggest that the teachers had some effect on the way students evaluated themselves
because the task self-esteem scores were different from one group to the next (Larsen-Freeman & Long, 1991: 184).

4.2.4.3. Anxiety

The literature commonly distinguishes between facilitating and debilitating anxiety. Scovel explains the difference thus:

Facilitating anxiety motivates the learner to "fight" the new learning task; it gears the learner emotionally for approval behaviour. Debilitating anxiety, in contrast, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour (Scovel, 1978: 139).

Apart from this distinction, the literature also differentiates between state and trait anxiety. State anxiety is specific to a particular situation whereas trait anxiety is a permanent characteristic of an individual's personality (Larsen-Freeman & Long, 1991: 188). Several studies have shown that facilitative anxiety helps students to tackle linguistic problems that other students might try to avoid (Kleinmann, 1977). Bailey (1983) showed in her diary studies that facilitative anxiety was motivating. Her study seems to suggest that it is not so much a person's trait anxiety that determines whether the anxiety is productive or destructive, but the level of anxiety one experiences at a particular moment (Larsen-Freeman & Long, 1991: 188). A certain level of facilitative anxiety seems to be positively correlated with achievement in SLA, but too much anxiety can be debilitating.

4.2.4.4. Risk-taking

The literature on SLA seems to characterise good language learners as people who are willing to take risks. Risk-taking is seen as being linked to four behaviours. Ely lists:
... a lack of hesitancy about using a newly encountered linguistic element; a willingness to use linguistic elements perceived to be complex or difficult, a tolerance of possible incorrectness or inexactitude in using the language; and an inclination to rehearse a new element silently before attempting to use it aloud (Ely, 1986: 8).

In his study of risk-taking behaviours of Spanish learning university students, Ely found that risk-taking behaviour predicted voluntary classroom participation, which in turn predicted oral correctness for the students studying Spanish in the first quarter but not for those studying in the second quarter (Larsen-Freeman & Long, 1991: 189).

4.2.4.5. Sensitivity to rejection

Learning a second language involves a sense of disorientation and loss of status. This "infantilisation" (Stern, 1983: 382) can mean a dependence on the teacher or peers. All language learning activities could bring about negative reactions from the teacher or other students. Language learners who are sensitive to rejection by others could become anxious in such situations. Naiman et al (1978) hypothesised that fear of being rejected because one says something foolish could lead to less participation in the classroom. The researchers correlated scores on a 24-item scale with the performance of their subjects who were 72 Anglophone students of French as a SL. No significant correlation was found (Schumann, 1978c: 170).

4.2.4.6. Empathy

Empathy relates to "students' psychological ability to put themselves in another person's place and modify their behavior in the direction of the other person" (Schumann, 1978c: 170). Naiman et al (1978) administered the Hogan empathy scale in order to assess their students' empathic capacity. They correlated the scores with listening comprehension and sentence imitation. They found no correlation. Guiora (1972) explains
language development with the psychoanalytic interpretation of ego development. The concept of language ego likens language learning to the development of other aspects of personality, such as body image, ego boundaries and ego flexibility. When the child is young, the language ego, the same as the general ego, is more flexible and less rigid. When the language ego boundaries are flexible, it is easier for the learner to adopt a new accent than when they are rigid. As the person becomes older, the language ego becomes less malleable and loses its permeable quality. Adults who are more empathic can more easily merge with the personality of another person and keep their language ego boundaries more permeable. Being more open and permeable should help in adopting a new pronunciation (Stern, 1983: 381).

4.2.4.7. Tolerance of ambiguity

Language learners are always confronted with situations that are ambiguous and confusing. In the beginning stages of a new topic students may not know what is expected of them or may not see the topic with clarity which comes only after a certain time. In the literature on second language acquisition research this quality is commonly called 'tolerance of ambiguity'. Learners with low tolerance of ambiguity are more likely to experience frustration or anger in new, complex or insoluble situations. Learners with a high tolerance of ambiguity will accept the situation with more patience and serenity. Intolerance of ambiguity seems to be also related to high levels of dogmatism and authoritarianism (Stern, 1983: 382). Naiman et al (1978: 100) found tolerance of ambiguity to be significantly correlated with success in the second language. Chapelle and Roberts (1986) tested 61 ESL students for the tolerance of ambiguity. They found that at the beginning of the semester their language proficiency tests showed no correlation to tolerance of ambiguity, but at the end of the semester the correlations were significantly positive. They concluded that "those students who are tolerant of ambiguity may be able to gain more from their L2 study than their less tolerant peers" (Larsen-Freeman & Long, 1991: 192). Tolerance of ambiguity is therefore one of the few personality factors that shows as a rule a high correlation with success in SLA.
4.2.4.8. Inhibition

Another factor that is related to ego permeability and empathy is inhibition. Guiora, Beit-Hallahmi, Brannon, Dull and Scovel (1972) equated a high level of inhibition with a rigid language ego. They tried to lower levels of inhibition by giving students various levels of alcohol and then tested their pronunciation. They found that pronunciation improved when one-and-a-half ounces of alcohol was ingested, but when subjects were given two or three ounces of alcohol the subjects scored significantly lower than the control group. The results suggest that a small amount of alcohol contributes to lower inhibition and more flexible language ego boundaries. Schumann concludes from this that "the successful adult second language learner is an individual who has access to more childlike ego states in which greater ego permeability exists" (Schumann, 1978c: 169).

4.2.4.9. Other factors

There are a number of other factors that have been considered in the literature as playing a role in SLA which deserve a mention in this context. Cook (1979) claims that the capacity of the short-term memory increases with age and that in one's native tongue one's memory is more extended than in a second language (Larsen-Freeman & Long, 1991: 203).

Another factor is the role will plays in SLA as discussed by Gattegno and by Leontiev. Larsen-Freeman & Long points out that:

On the other hand, Gattegno (1976) would attach no real significance to memory attenuation in an L2 as he ascribes very little role to memory in the SLA process. For Gattegno, what is central to SLA is the development of awareness, and learner differences 'are caused by their differences in levels of awareness and how they use their will' (De Cordoba, 1985: 122) (Larsen-Freeman & Long, 1991: 203).

Leontiev (1981) sees will as "the conscious choice of one of several possible options which arise as the result of a struggle between motives"
Schumann (1980) mentions will in the sense of learning stamina that is needed to persist in the face of obstacles that every language learner encounters. Strevens (1978) also considers will or the ability to keep up the learning effort for a certain time as one crucial factor to be successful in SLA (Larsen-Freeman & Long, 1991: 204). These definitions of will correspond more to Gattegno's definition of affectivity, who considered affectivity to be "a component of our self to maintain the interest, the involvement, the concentration on the task at hand" (Gattegno, 1987d: 138).

Some SLA studies have linked success in a second language to sex-related differences. Female students have been found to be better in listening comprehension tests and dialect discrimination tasks. Since men were found to dominate the classrooms they received more speaking practice which would influence SLA (Larsen-Freeman & Long, 1991: 205).

The influence of L1 on L2 school language development has been studied by Cummins et al (1984). Cummins found that "there is a common underlying proficiency which makes possible the transfer of school skills across a student's two languages" (Larsen-Freeman & Long, 1991: 205). It has also been reported that knowledge of other languages positively influences success in the next language (Rivers, 1979). As Nation & McLaughlin (1986) point out, there are two possible explanations as to why learning additional languages becomes progressively easy. The learning process is accelerated because prior knowledge of other languages limits the hypotheses one is inclined to make about the new language or the process is accelerated because one has learned how to learn and applies these skills to the new situation (Larsen-Freeman & Long, 1991: 206).

4.3. Conclusion

The discussion on affective and personality variables in SLA shows that there are some factors that correlate positively with success in SLA. Some factors show no correlation and a few are related up to a certain point only. Anxiety in moderation seems to be a positive influence, whereas anxiety that debilitates works against the student. The literature shows in any case
that each student needs to be treated as an individual in the SL classroom because everyone has these affective factors combined in them in different combinations. Stern comes to the conclusion that:

In a cautious way we can attempt to adapt educational treatment to the diagnosis of individual differences, provided we resist the temptation of stereotyping learners for selection or teaching purposes. ... Nevertheless, the awareness of learner characteristics and individual differences among language learners can sensitise teachers to possible variation in learner reactions to teaching and to differences in learning strategies (Stern, 1983: 387).

Keeping individual differences in mind requires sensitive teachers who "are comfortable enough with themselves and their students to experiment with ways of being in order to allow affective factors to facilitate rather than obstruct language acquisition" (De Cordoba, 1986: 39).

As Larsen-Freeman & Long point out, it is also important to remember that affective and personality factors have been mainly studied as personality traits rather than states. Trait measurements make it difficult, however, to predict how an individual learner will feel and act in a certain specific situation. The interaction between person and specific situation needs to be given more scientific attention (Larsen-Freeman & Long, 1991: 192). The literature on learner factors looks at the language learning process from the individual learner's experience. This perspective is shared by Gattegno who considered the learner's self a central element in learning. Learner factors are therefore relevant for the understanding of the Silent Way.

4.4. Learner factors in Gattegno's model

In the following section the factors that have been identified in the literature as being related to differential success among learners will be contrasted with relevant concepts in Gattegno's model. For the sake of brevity, personality factors will not be treated separately but will rather be explored as characteristics that are natural consequences of the learner having the self at the helm.
4.4.1. Aptitude

In Gattegno's model, the concept of language aptitude is related to the concept of awareness. Gattegno starts with the observation that babies learn to speak their first language by using their awareness (Gattegno, 1963: 9). If second language learners use the skills and awarenesses they gained in the process of acquiring the first language, then they will be successful in L2 acquisition. He even goes so far as to say that L2 acquisition could potentially be as easy as or easier than L1 acquisition because the L2 learner already possesses awarenesses and skills the L1 learner still has to acquire (Gattegno, 1963a: 12). Since Gattegno's model assumes that both processes are conscious and that the transfer from L1 to L2 is in terms of awarenesses and skills, the difference in ability is connected to differences in levels of awareness. Some L2 learners are more aware of their own functioning than others. Some are more in contact with what they can do with their speech organs than others. Some are more alert in the language learning situation in the classroom than others. And some students decide to use their attributes of the self to participate in the learning-teaching situation while others use their will not to cooperate in their learning situations (De Cordoba, 1986: 105). Gattegno, therefore, assumes that everyone has the capacity to learn a second language if they use the awareness they had as babies. It is the task of the Silent Way teacher to set up the learning situation in such a way that students can access their skills and awarenesses.

4.4.2. Age

Gattegno does not consider age to be an obstacle to learning and maintains that learning a language the Silent Way will put learners back in touch again with their learning powers they had as babies. He claims that students can learn other language more easily once they have mastered L2 through the Silent Way. He states:

... in one school year, at a rate of one period a day, a sufficient amount of the foreign (-or second-) language will be mastered to permit either... (further) studies in that language in the
following years, or an attack of another language each year, leading to levels of knowledge that any school teacher would consider honourable in the present state of teaching (Gattegno, 1963: 16).

Gattegno made these claims more than thirty years ago when mainstream teaching methods relied mostly on students' memories for learning. In Gattegno's model, the ability to acquire a second language depends on the students' willingness to reawaken the skills and learning powers they had as babies. The ability to get back in touch again with these powers does not depend on age, it depends on the willingness to put the self at the helm and to use the attributes of the self. Some adults may be more inclined to be inhibited by social considerations or use their psyche more to learn the language rather than approaching it using their self, but these are in Gattegno's terms, individual choices that do not depend on age. Every person is assumed to be capable of using the skills and awarenesses they acquired in the process of learning their L1 to learn L2. Gattegno's view that age does not account for differential success in SLA contradicts the general consensus expressed in the literature that age counts. His attitude to motivation also is quite different from the main thrust of arguments in the literature.

4.4.3. Motivation

Gattegno starts from the premise that students learn for their own satisfaction, which comes as a result of mastering challenges. In this respect he agrees with Strong (1984) who suggests that motivation and positive attitudes are the result and not the cause of success in the second language. As a consequence of this observation, there is no place for extrinsic motivation in Gattegno's model. Learners can use the attributes of the self to get engaged in the task at hand even if they do not start off by feeling intrinsically motivated. Negative emotions can, according to Gattegno, be controlled by the attribute of will which allows attention to be redirected away from the negative, interfering emotion to the task at hand. The issue of motivation will be dealt with in greater detail in the chapter on Information Processing Theory. Gattegno does not consider motivation to
be a factor that needs to be provoked in students by teachers. He regards motivation as being related to the attributes of the self. The following affective and personality factors show the same general tendency in Gattegno's model. He regards learners as having control over their personalities.

4.4.4. Affective and personality factors

Gattegno assumes that students can use their will and awareness to control any negative emotions or feelings that might interfere with the learning process. Since many negative feelings are a result of an individual's experiences in school, Gattegno assumes that by putting the learner back in touch again with the learning powers s/he had as a child, that these interfering obsessions can be by-passed. The Silent Way is supposed to help students to become aware of their learning strategies which also means that negative patterns can be observed and discarded. Several factors are actually mentioned in Gattegno's model that are recognisable in the literature under different terms. Gattegno speaks, for instance, about the importance of suspending judgment. He recognises students as "persons capable of suspending judgment until evidence is available to make one take some steps" (Gattegno, 1976: 12). The review of the related literature has shown that tolerance of ambiguity is a desirable quality in students as they are always facing situations which are not immediately clear. The difference between the arguments proposed in the literature and by Gattegno lies in the fact that in the literature students are classified along the continuum of tolerance of ambiguity, while Gattegno sees all students as having the capacity to suspend their judgment. He states:

In ambiguous cases (found in many languages) students, like babies, will suspend their judgment until indicators allow them to make up their minds and let a meaning settle down with an accompanying certainty for one choice of words. If this is understood by students, the frustration of being confronted with modes of thought different from the one their L1 has formalised for them, will not take place (Gattegno, 1985f: 67).
This phenomenon comes through again and again in the comparison between Gattegno’s model and the view represented in the literature. Gattegno assumes that all students are “learning systems motivated by learning itself, retaining systems every time they function, intelligent persons, imaginative persons” (Gattegno, 1976: 11) and he does not assume that students have these qualities in varying degrees. He assumes that students have these powers because they needed them to master their mother tongue, however, in some students they are more readily available than in others. He states that the Silent Way helps students to gain access again to these powers, in this case, intelligence. Thus:

Our students’ intelligence is another power they bring with them. The role of intelligence is to supply other powers of the self when one is confronted with challenges that resist attack they initially suggested. Thus intelligence tells students that they function better when relaxed than when tense and invites them to consent to enter exercises which reduce anxiety. ... Intelligence is not a luxury; its functions are vital and basic and can do much to increase students’ feeling that learning a language is an exciting adventure involving the whole self. All through our lessons it will shine by being given a central presence (Gattegno, 1976: 10).

As was shown above, general and verbal intelligence are two variables that are tested in Modern Language Aptitude Tests (MLAT) (Larsen-Freeman & Long, 1991: 168), because of their correlation with success in SLA. Gattegno therefore takes a very idealistic stance to assume that all students have intelligence, imagination, will, the capacity to suspend judgment as powers of the self at their disposal. It needs to be pointed out, however, Gattegno concedes that some students choose not to take advantage of these powers (Gattegno, 1970: 15).

Being in touch with the powers they had as babies also means that students are willing to take risks and are not stopped in their attempts by fear of rejection. Risk-taking behaviour has been isolated as a positive predictor for classroom participation and oral correctness (Ely, 1986: 8). Students who are concerned with the judgment of others and are afraid to appear foolish, would in Gattegno’s terms be regarded as being obsessed
by psychic concerns. While past experiences may have caused fear in the
student to experiment with the new language, it is a reaction of the psyche
(where past learnings are stored) and not by the self to the needs of the
situation. Fear, inhibition, debilitating anxiety are all regarded as
distractions which can be controlled by using one's will and awareness.

4.5. Summary and conclusion

This review of the SLA literature shows that the issues discussed so far are
of limited relevance in terms of Gattegno's theorising. They may, however,
have more implications for the interpretation of the data results of the
present study. The language acquisition models reviewed in the first part of
this chapter do not consider consciousness as a main prerequisite for the
learning process. For this reason they start from very different premises
from Gattegno.

The learner characteristics reviewed in the second part are of more
relevance for this study. The original question that started this type of
research was why some learners are successful at learning languages
while others remain unsuccessful. This question was also of major interest
to Gattegno. However, while the literature supplies a list of characteristics
that successful language learners possess, Gattegno assumed that these
characteristics are available to any student who has the self at the helm. So
for him, the question centred more on the challenge of getting students to
put their self at the helm. Despite this slightly different angle on the question
concerning differential success the common ground that Gattegno shares
with some researchers represented in the literature lies in the fact that the
learning process is looked at from the individual learner's point of view. In
other words, while SLA models presuppose that learning takes place under
certain circumstances and do not consider the individual learner, the
discussion around learner factors recognises the importance of each
learner in the learning process. This stance is one that Gattegno shares
with researchers involved in establishing the importance of learner factors
for differential success among language learners.
The current state of knowledge in SLA research is still too limited to get a clear picture of how languages are learnt. Ringbom (1987) explains how this limited knowledge of language learning processes results in language teaching methodologies that are not completely efficient. He suggests that:

The efficiency of teaching is determined by the efficiency of learning, and an understanding of the language learning processes is therefore important also for language teaching methodology. This obvious fact has not been sufficiently recognised by language teaching methodologists, who have too often based their ideas of teaching on mere assumptions of what L2-learning actually is. This has, of course, partly resulted from the fact that we still do not know enough about the L2-learning processes (Ringbom, 1987: 139).

One discipline that attempts to explain the processes that take place during language learning is the information processing perspective of learning. Consciousness plays a central role in this research area. It will be reviewed in the next chapter.
5.0. Introduction

Although the Silent Way is unique in the way it incorporates understanding of the learning process, it does possess characteristics in common with the information processing model of language learning. In the following section the main tenets of Information Processing Theory will be delineated to enable the reader to appreciate the common links with Gattegno's model. These links will be explored under various topics. This section concludes by indicating the limitations of the comparison between the Silent Way and Information Processing Theory.

5.1. Information Processing Theory

Information Processing Theory offers a cognitive way of looking at language learning. As this relatively new theory shares some notions with the Silent Way it seems a worthwhile attempt to investigate Gattegno's ideas from this perspective.

Since the mid 1970's psychologists in America and Britain have begun to discover the inadequacies of behaviourism in explaining the nature of human beings. Ellis (1986) stated that:

... to explain the more complex areas of human behaviour ...requires not merely a theoretical organisation based on behavioural observations alone, but also calls for an empirically verifiable understanding of cognition and consciousness as well (Ellis: 1986: 23).

This change in focus has led to increased research in the field of cognitive psychology (Mandler, 1975; Jackendoff, 1987). Information Processing
Theory is related to cognitive psychology and is concerned with processes of learning, memory, and consciousness in a variety of meanings. There are different information processing theories, however, they share some common elements. Schunk states:

Information processing theories focus on how people attend to environmental events, encode information to be learned, and relate it to knowledge in memory and retrieve it as needed.... Information processing is not the name of a single theory; it is a generic name applied to theoretical perspectives dealing with the sequence and execution of cognitive events (Schunk, 1991: 127).

Information Processing rests on the hypothesis that consciousness is a necessary prerequisite for learning. However, as the notion of "consciousness" has been considered to be "notoriously slippery" (Odlin, 1986: 138) and major intellectual trends of the 20th century until recently "have been hostile to serious consideration of the role of consciousness in behaviour" (Schmidt, 1990: 130), the information processing model of language learning is still under-researched.

Mandler (1975) associates the recognition that consciousness plays an important role in explaining psychological phenomena with the decline of behaviourism. The behaviourists eliminated the term as a meaningless, prescientific term (Rey, 1983) and argued that consciousness cannot be scientifically investigated as external observations of conscious, subjective experiences are impossible (Seliger, 1983; Lyons, 1986).

To eliminate some of the ambiguity which surrounds the term consciousness, Schmidt (1990: 131-35) differentiates between several senses of the term: consciousness as awareness and as knowledge. As his distinctions offer an appreciation of the nuances of the term, in this proposal they will be used as he suggests.
5.1.1. Consciousness as awareness

There are at least three levels of consciousness in the sense of awareness:

a) perception: generally implies mental organisation and the ability to create internal representations of external events (Oakley, 1985b; Baars, 1986; cited in Schmidt, 1990: 132).

b) noticing (focal awareness): Schmidt emphasises the difference between information that is perceived and information that is noticed. We may perceive competing stimuli while focusing on particular tasks. Thus he argues:

> Noticing thus refers to private experience, although noticing can be operationally defined as availability for verbal report, subject to certain conditions (Schmidt, 1990: 132).

c) understanding: After having noticed some aspect in the environment or focused on something, we can move on to analyse it, reflect on it, attempt to comprehend its significance, etc. Schmidt claims that this mental activity which we usually call "thinking" goes on within consciousness. Problem solving and metacognition also belong to this level of consciousness. Apart from the understanding of consciousness as awareness, there is another common interpretation of the meaning of consciousness.

5.1.2. Consciousness as knowledge

It is commonly assumed that to know something is to be conscious of it. (White 1982, cited in Schmidt, 1990: 133). According to Schmidt, it is unfortunate that most discussions of the role of consciousness in language learning has focused on distinctions between conscious and unconscious knowledge. Chomsky, for instance, distinguishes between implicit and explicit knowledge which has to do with "whether facts about the language can be confirmed through introspection" (Schmidt, 1990: 133). In SLA research, however, the distinction is usually based on "whether a learner is able to articulate a rule of the language" (Schmidt, 1990: 133).
Knowledge is also distinguished in terms of declarative knowledge (knowledge of facts) and procedural knowledge (knowledge "how") used to perform cognitive skills.

Keeping these different meanings and nuances of the term "consciousness" in mind, it becomes obvious why Information Processing Theory distinguishes between "controlled" and "automatic" processing as an attempt to eliminate some of the confusion. These terms will be discussed in detail at a later stage, for now it is sufficient to mention that learners use controlled processes in the initial stages of information processing when they put focal attention on the demands of the task. Once learners have become more familiar with the situation, they need to invest less attention to fulfil the task-specific demands and automatic processes develop.

Information Processing Theory rests on two main hypotheses. The first one is that consciousness, in the sense of awareness, is needed for learning to take place. The second relates to the idea that humans are limited in their capacity to process information and that this leads to strategies to overcome these limitations. Each of these notions needs investigation and elaboration.

5.3. Limitations of human processing capacity

In Information Processing Theories, information enters through the sensory registers. Only a limited amount of information can be attended to and processed at any one time. Shiffrin and Schneider (1977) understand the memory to be a large collection of nodes which become "complexly interassociated" through learning. Their understanding of the memory is based on the multi-store model which consists of short-term memory (STM) and long-term memory (LTM). When external information enters through the senses, a small number of these nodes is activated and they then constitute the short-term memory. The information in the STM is rehearsed and encoded for storage in long-term memory. The nodes in LTM are mainly passive. The information in LTM is organised by content and cross-referenced with related content. The inputs that the learner attends to are
perceived by being compared to information that is already stored in LTM. This model explains why learning is facilitated by making information more meaningful to learners and relating it to what students already know (Schunk, 1991: 160).

In order to gain a better understanding of the learning process, it is necessary to investigate where learners put their attention and why they are selective in focusing attention. Attention is most commonly used to refer to selectivity of processing, and this was the sense already emphasised by William James when he said:

> Everyone knows what attention is. It is the taking possession of the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought. Focalisation, concentration, consciousness are of its essence. It implies withdrawal from some things in order to deal effectively with others (James, 1890: 403-404).

McLaughlin et al (1983: 136) point out that many psychologists have attempted to come to grips with the phenomenon of selective attention (Wundt, 1986; Neisser, 1967; Broadbent, 1958; Rapaport, 1957). Cognitive psychologists either regard memory as a multi-store model made up of sensory stores, short-term memory store, and long-term memory store (Atkinson and Shiffrin, 1968 & 1971) as mentioned above or, explain memory phenomena within the levels-of-processing theory (Craik and Lockhart, 1972). This group of cognitive psychologists assumes that the attentional and perceptual processes operating at the time of learning determine what information is stored in long-term memory. This view does not incorporate such stages as STM or LTM. They argue that there are a number of different levels of processing, ranging from shallow or physical analysis of a stimulus (eg. whether a word is capitalised) to deep or semantic analysis. Despite these differences in conceptualising memory, both groups agree that "not everything reaching the organism through various input channels becomes an object of attention" (McLaughlin et al, 1983: 136). Gattegno would have referred to this mental process as "stressing" and "ignoring" input (Gattegno, 1973: 7).
Humans are limited in their capacity to process information in more than one way. They can attend to only a very small number of stimuli at any one time, often only to one. They are also limited by their information-processing ability. Whether they are successful in dealing with an input depends on "the characteristics of the input and the information-processing ability (including knowledge and expectancies) of the perceiver" (McLaughlin et al, 1983: 137). In other words, the way the learner deals with the incoming information depends amongst other things on the past experiences of the learner.

This limited capacity and ability to process information leads to strategies of dealing with these limitations. What characterises these strategies is the attempt by the learner to reduce the cognitive effort needed to process the input. Learners may use "deeper" levels of processing which lead to better long-term retention. They may try various strategies to organise their information. That well-organised material is easier to recall has been shown by Gestalt theory and research (Katona, 1940). Memory research demonstrates that even when items to be learned are not organised, students often impose organisation on the material which makes recall easier (Klatzky, 1980). When items are linked to one another systematically, then recall of one item prompts recall of the other items linked to it.

McLaughlin points out that in recent years the effects of practice, rehearsal, and familiarity on information processing have been investigated (McLaughlin et al, 1983: 138). The degree of attention involved seems to be especially important. There is a correlation between attention, cognitive resources and speed of processing. When a task is unfamiliar, the student needs to give more attention to it, and this requires more cognitive effort. The processing needs more time because the activation of memory nodes occurs in a sequence. This mode of processing is called "controlled". Controlled processes can be defined as "cognitive activities that regulate the flow of information through the processing system" (Schunk, 1991: 338). With greater practice the skills can be carried out with less attention, until minimal or no attention is needed and the processing occurs automatically. Automatic processing therefore "involves the activation of certain nodes in memory every time the appropriate inputs are present" (McLaughlin et al, 1983: 139). These processes do not require any capacity.
investment since the activation of the memory nodes occurs by connecting
the same input to the same pattern of activation over many trials.

Complex skills, such as driving a car, are made up of various sub-skills,
which are learned after the earlier use of controlled processes. Once
automaticity is achieved in one sub-skill, controlled processes are free to
be used for another sub-skill or level of processing. Without the mastery of
these sub-skills the complex tasks cannot be performed. The sub-skills form
a hierarchy that is progressively automated. Levelt states:

...less and less effort is to be spent on lower level patterns of
actions so that more and more capacity is left for the higher
level decisions (Levelt, 1978: 59).

As the skill is automatized it becomes fast and requires no further
monitoring. In research on information processing skills, speed is usually
used to measure the level of automaticity (eg. Dornic, 1979; Segalowitz,
1986). Feedback at the end of a teaching session can serve as another
important indicator of whether a skill is automatic or not. According to
Underwood (1978) feedback is "the basis of awareness and without
feedback there will be no awareness of performance" (Underwood, 1978:
131). Gattegno does not recommend feedback in the sense it is usually
understood as an assessment given by teachers to students. He would ask
for "what remained with students". Since students can only give valuable
feedback if their attention was directed to the subject this form of student-to-
teacher feedback can indicate whether learning has taken place and to
which extent it has become automatic.

In the early stages of the development of Information Processing Theory the
learning process was understood as a linear, one-way process from
sensory perceptions over short-term memory to long-term memory. In more
recent years, however, scientists discovered that new information not only
leads to a restructuring of previous information, but also to a different
perspective towards the next chunk of information. As this discovery of the
restructuring of information resembles the fourth stage of Gattegno’s
learning process it is worth mentioning here.
5.4. Restructuring of information

Information Processing Theory has developed enormously in a relatively short time. In the beginning information processing theorists saw the learning process as a linear movement from controlled to automatic processes that became more or less permanently installed. In 1977 Shiffrin and Schneider argued that:

- Controlled processes are of limited capacity, require attention, and can be used flexibly in changing circumstances.
- Automatic processes suffer no capacity limitations, do not require attention, and are difficult to modify once they have been learned.

Their theory and research were subsequently criticised by Cheng (1985) who asserted that practice not only leads to a speeding up of the processes involved in performing a task, but can also lead to a dramatic change in the nature of the processes themselves. She claimed that as "more learning occurs, internalised, cognitive representations change and are restructured. This restructuring process involves operations that are different from, but complementary to, those involved in gaining automaticity" (McLaughlin, 1987: 136).

The crucial point is that simply discovering that practice leads to automaticity does not make it clear whether the same processes are being performed more efficiently or whether entirely new processes are being used. Without wanting to go into detail here about the current discussions in this field of cognitive psychology it suffices to state that Schneider and Shiffrin (1985) admitted that some of their earlier findings (see Schneider and Shiffrin, 1977) could be explained in terms of restructuring. There is general agreement that prolonged practice is of fundamental importance to the development of automaticity, but it is less clear how practice produces automaticity. Logan (1988) claims that practice leads to an increase in the knowledge base, and this in turn permits rapid retrieval of relevant information and fast action.

Information Processing includes many more theoretical considerations than have been touched upon here, however. As far as learning is concerned in this context, the notions of awareness and automaticity seem to be the most
central ones. The relationships between these different processes are far from being completely understood. Ringbom states:

Other dichotomies, of necessity, refer to processes even less well understood. We do not have much detailed knowledge of how control interacts with knowledge, automatic processing with controlled processing, and top-down with bottom-up processing, and inspite of the extensive work being done on language comprehension and language production separately we still do not know enough about the exact relationship between L2- understanding and L2 production. Even so, the establishment of these dichotomies and the realisation that there is constant interplay have in their own way contributed to what we today know about the processes of L2- learning (Ringbom, 1987: 144).

Despite the above-mentioned reservations, Information Processing Theory has shown that relationships between controlled and automatic processing exist. These relationships will be further elucidated in the next two sections which shows the theoretical links between the Silent Way and Information Processing Theory and the limitations in these comparisons.

5.5. Common links between the Silent Way and Information Processing Theory

The Silent Way is unique in its description of the language learning process. De Cordoba (1986) tried to establish theoretical links between Gattegno's approach and current language learning theories. He had to come to the conclusion that the Silent Way does not show sufficient similarities to any other learning theory and decided to call the Silent Way the "Awareness Model". Like a number of other researchers (Young, 1990; Weiler, 1989), he argued that Gattegno established a new paradigm in the field of education. From this perspective, these researchers feel obliged to limit their work to the presentation of Gattegno's theoretical model and in Young's case its practical application.
Weiler, however, tries to establish links to other systems which use awareness as their basis. He not only mentions philosophers like Gurdjieff and Bennett, who have offered awareness models to the western world, but also points to Buddhism and Sufism as examples from the east. His work is of particular interest to this thesis as he is one of the two researchers who mention the similarities of the Silent Way and Information Processing as a valuable field of further research. He states:

It can be seen from the foregoing discussion that there is a sizeable interest in the issue of consciousness and its relationship to the processing of information which leads to learning. In parts, the proposals of this field of study are very similar to what Gattegno has been proposing over 40 years ago (Weiler, 1989: 138).

The purpose of the next section is to demonstrate that, despite all the differences, there are indeed sufficient links between the two systems to justify further discussion. The areas of commonalities will be organised under the headings of 1) learning, 2) awareness, 3) automaticity, and 4) motivation.

5.5.1. Learning

Gattegno concentrated his research on the learning process and came to the conclusion that it does not matter which subject is being learned, whether a language, reading, mathematics or any other skill, what matters is that teachers need to increase their students' awareness about the subject. In the terminology of cognitive theories, it is possible to apply knowledge to different contexts. When this occurs it is called "transfer". When the uses of knowledge are "stored in memory either with the knowledge itself or cross-referenced under different topics in memory that indicate types of situations to which the knowledge is applicable" (Schunk, 1991: 9), then the topics that need to be learned can be quite different, learning will still take place. Information Processing Theory would agree with Gattegno that:
Learning to read is different from learning to play the violin in many ways, but both benefit from attention, effort, and persistence (Schunk, 1991: 9).

Transfer of learning is assisted by relatedness search. Those learners who persist in looking for memories of related situations until they find a memory that can help them, are usually more successful in solving problems. Thus:

Relatedness search may thus be an important general strategy for using knowledge to deal with novel situations (Underwood, 1978: 429).

For Gattegno the learning process is dependent on attention and mental effort amongst other things, not an accumulation of knowledge. Information Processing Theory acknowledges the role of environmental conditions as facilitating factors for learning. If teachers can explain and demonstrate concepts well, and if students practise their skills, learning may not be assured but at least facilitated. However, cognitive theories assert that instructional features alone cannot fully account for students' learning. (Pintrich, Cross, Kozma, and McKeachie, 1986). Schunk claims that learning is only to a limited extent dependent on environmental factors. He says that:

Key elements are how learners attend to, rehearse, transform, code, and store information. The way learners mentally process information determines the what and how of learning (Schunk, 1991: 8).

In Silent Way courses much learning takes place through discovery rather than through explicit presentation of rules. Information Processing Theory also encourages discovery learning because it encourages student involvement "by presenting questions, problems, or puzzling situations that students must resolve" (Schunk, 1991: 300). Bruner (1961) sees the benefit of discovery learning in the fact that students can obtain knowledge for themselves which means they have to formulate and test hypotheses rather than simply read or listen to the teacher's presentation. Schunk (1991: 299) understands the benefit of discovery learning to be the promotion of
meaningful learning, and as will be shown at a later stage, meaningful information is more likely to be stored in long-term memory.

Both the Silent Way and Information Processing Theory stress the importance of meaningful information so that learning can be based on understanding rather than on rote memorisation.

We are retaining systems and do not need to stress memorisation as much as most teachers do. We hold better in our minds what we meet with awareness (Gattegno, 1976a: VII).

Research by Katona (1940) showed that learning rules is more efficient than memorisation. In one study, subjects were asked to learn numbers in sequences (eg. 816449362516941). Some subjects learned the sequences by rote, whereas others were given clues to assist learning (eg: "Think of squared numbers"). Subjects who worked out the rule for generating the sequences retained them better than subjects who memorised by rote.

Information Processing regards rote memorisation as:

.... an inefficient and rarely used mode of learning in real life. People learn most things through understanding, that is, comprehending the meaning of some event or grasping the principle underlying task performance. Some organisation exists in most facets of life, and one can use built-in organisation to facilitate learning (Schunk, 1991: 131).

Schunk (1991: 284) explains that rote memorisation does not link information with what one already knows. Nor does it organise information in hierarchical or other fashion. Rote memorised information is therefore not stored in a meaningful way in LTM, which makes retrieval after a while difficult.

According to Information Processing Theory successful learning depends on the way knowledge is rehearsed, encoded, and stored. Retrieval depends on the manner of encoding (process of putting new information
Thomson and Tulving (1970) formulated the encoding specificity hypothesis which claims that the way in which knowledge is encoded determines which retrieval cues will effectively activate that knowledge. Schunk explains it thus:

The best retrieval occurs when retrieval cues match those present during encoding... Cues associated with material to be learned are linked in LTM with the material at the time of encoding. During recall, presentation of these cues activates the relevant portions in LTM... (Schunk, 1991: 168).

Gattegno sees this process happening in very young children who store words once they managed to move from talking to speaking. He claims that as soon as the parent imitates the child and uses every opportunity to make the most of the child's utterances the bridge between talking and speaking is established. The shift from talking to speaking happens when the baby becomes aware that his/her utterances are the same as those of the surrounding adults. The utterances then become "part of their storage of words now in construction" (Gattegno, 1973: 27).

In several books Gattegno delineates all the learnings that take place from conception to adulthood (see 1962, 1970, 1973, 1975b, 1977d, 1982a, 1984a, 1985c, 1987c). What they all have in common is the necessary investment of energy to achieve learning and an inherent hierarchical order. Gattegno sees developments in whatever field as layers of awareness superimposed on each other. This becomes possible through the law of "integration by subordination", which Gattegno considers to have been first discovered in the field of neuro-physiology. The theory that during the development of the brain successive layers of the brain are subordinated and integrated was put forward in the nineteenth century. Gattegno applied this theory to explain how successive learnings are integrated into the part of the self which did the learning.

Information Processing Theory seems to confirm Gattegno's assumptions. It maintains that environmental inputs, such as statements from the teacher or sentences out of a book are perceived through the senses. It is then moved to working memory (WM) for further processing. At that time, related information in LTM is cued. All the propositions- those newly presented
ones and those generated by the learner are then stored together in LTM (Hayes-Roth & Thorndyke, 1979). This process is called elaboration and is described as:

Elaboration is the process of expanding upon new information by adding to it or linking it to what one knows. Elaborations assist encoding and retrieval because they link the to-be-remembered information with other knowledge (Schunk, 1991: 157).

In the section on automaticity more will be said about the hierarchical order of learning. As mentioned in the Introduction, Information Processing posits that sub-skills need to be learned and integrated before more complex skills can be attempted. The recent findings on the restructuring of information express exactly the same view as Gattegno when he claims that layers of awareness are superimposed on each other. Learning therefore requires a constant openness and flexibility as new information restructures the previously stored one. Gattegno believes that successful learning requires a "suspension of judgment". Because babies and successful language learners suspend their judgment, they manage to not fix their learning into that which is not right, adequate, consistent, fluent, and correct (Gattegno, 1973: 51-59). Thus Gattegno writes:

Since the world is so full of unknowns, how could a knowing self do anything but suspend judgement ...what a tremendous power it is to leave to tomorrow the final verdict on what has been lived today (Gattegno, 1973: 51).

In the literature on second language acquisition research this quality is commonly called 'tolerance of ambiguity'. McLaughlin quotes Wong-Fillmore (1985):

Some personality or cognitive style characteristics that affect second language learning include: the willingness to take risks, pattern recognition abilities, tolerance of ambiguity, skill in social interactions, attitude towards the target language, and motivation (McLaughlin, 1987: 155).
One of the main tenets of the Silent Way is that students can really only learn by educating themselves. Gattegno considers self-education to be the only true education for humans (Gattegno, 1987c: 7). Self-education is the most important activity that the self engages in and it is achieved mainly through the use of awareness (Gattegno, 1986b: 14). This is everybody's birthright and it gets lost in the process of growing-up, but can be recovered under the right circumstances. Even if we go through the formal education system, we need to basically educate ourselves as no-one can do the learning for us (Gattegno, 1987d: 12).

Information Processing Theory generally speaks of self-regulated learning as "the process whereby students personally activate and sustain cognitions and behaviours systematically oriented toward the attainment of academic learning goals" (Zimmerman, 1986; cited in Schunk, 1991: 265). From an information processing perspective, self-regulated learning is dependent on metacognitive awareness which includes task and personal knowledge. Politzer also agrees with Gattegno when he states that:

...good teaching methods are also essentially good learning methods, and [...] the successful language learner is essentially the pupil who has devised a successful self-teaching method (Politzer, 1965: 18).

Wenden calls self-education 'pedagogic autonomy' which is also used interchangeably with self-directed learning. She describes training in pedagogic autonomy which shows remarkable similarities to Gattegno's ideas. Thus she writes:

Learners were encouraged to trust their own ability to take over many of the tasks traditionally performed by the teacher. They were also guided in the acquisition of skills needed to assess their goals, exploit materials they selected, determine their own pace, discover their mode of learning, monitor their own performance, and evaluate their own progress. Results of the projects conducted between 1975 and 1980 (Abe, Henner-Stanchina & Smith, 1975; Henner-Stanchina, 1976; Moulden, 1978 & 1980) have indicated the workability of such schemes-in terms of learner attitudes, number of drop-outs, and
productivity of learning. Results also indicated that instrumental motivation is especially crucial to continued and productive participation in self-directed learning (Wenden, 1983: 18).

Gattegno states that educational practices often hinder students in their learning. The Silent Way is supposed to put learners once again in contact with the part in them that learns spontaneously. The efficient learning mechanism which can be observed in the early years changes over time into something which is stifled by structures of the self that were created in those years. Gattegno says:

When at a tender age of two or three, a young child can express a host of inner experiences and test the good foundation of this verbal capacity, he can take it for granted and forget how he acquired his L1. But when he comes, in later years, in contact with an L2 through some teaching approach imposed on him, he may find himself totally alienated from the competent learner in him. The challenge of teaching appears differently to a scientist in the field of education. It can be defined by the proposal of reaching the baby in each student of L2 so that the great expertise now dormant, can be used to acquire L2 much more easily than one had done L1 (Gattegno, 1985f: 76).

The discussion so far shows that the Silent Way and Information Processing theory share common understanding of what constitutes successful learning processes. Another common link lies in the understanding of awareness.

### 5.5.2. Awareness

Awareness is seen by Gattegno as the only part that is educable in humans (Gattegno, 1976a: 8). For him, successful learning thus depends on a person's level of awareness. Gattegno claims that the Silent Way not only increases the students' awareness of the target language but also their awareness of themselves as learners. As was shown in chapter two, the
ultimate aim is to become aware of the awareness of one's awareness. He sees awareness as the prerequisite for any new knowledge or science, when he says:

Men can only study the contents of their awarenesses, and these awarenesses go to form the sciences, open to all those who share them (Gattegno, 1987d: 3).

Cognitive psychology would not go so far as to consider awareness as the prerequisite for the formulation of any new knowledge or science, and this divergence will be elucidated in section 6, however, it also sees awareness as the central element in learning.

The mainstream point of view in current cognitive psychology does not support the position that subjective awareness is epiphenomenal, and it is frequently claimed that learning without awareness is impossible (Brewer, 1974; Dawson and Schell, 1987; Lewis and Anderson, 1985) (Schmidt, 1990: 130).

Schmidt (1990) points out that consciousness has been associated with varied constructs such as working memory, attention, and controlled processing. Despite these various theoretical approaches, "all theories of consciousness specify a crucial role for consciousness in dealing with novel information, novice behavior, and learning" (Schmidt, 1990: 138).

Gattegno emphasises the importance of metacognition in learning. He states that when the learner learns from how and what s/he does while learning, s/he will be able to overcome obstacles more easily. Learning a third language could take a shorter period of time by those who have succeeded in learning a second language via the Silent Way, because the learner would know more about what s/he has to do to learn.

As mentioned in the introduction, metacognition belongs to the category of consciousness as awareness. According to Information Processing Theory, it comprises two related sets of skills. The learners must understand what skills, strategies and resources are needed to accomplish a task. They also need to know how and when to use these strategies and skills. While the Silent Way is built on the assumption that learners will learn and use
metacognitive skills as a consequence of their participation in the course, Information Processing found that learners may not understand fully that metacognitive strategies may improve their performances, or they do but other factors, such as time spent in learning or effort expended, are more important for learning. (Borkowski & Cavanaugh, 1979; Flavell & Wellman, 1977). Schunk (1991: 182) therefore urges teachers to make these metacognitive skills explicit to students.

A fundamental principle which comes through clearly from all the writings of Gattegno is that it is the powers of the mind which are responsible for learning. Learning becomes effective through being conscious. Information Processing sees second-language learning as the acquisition of complex cognitive skills that require consciousness. McLaughlin states that:

"To learn a second language is to learn a skill, because various aspects of the task must be practised and integrated into fluent performance. This requires the automatization of component sub-skills. Learning is a cognitive process, because it is thought to involve internal representations that regulate and guide performance (McLaughlin, 1987: 133)."

Schunk also agrees that consciousness is necessary for learning when he argues:

"The notion of consciousness is useful because it ties together such related concepts as attention, short-term memory, control vs. automatic processing, and serial vs. parallel processing. A concept of consciousness is also probably necessary in order to resolve a number of otherwise intractable issues in second language learning. I will claim that conscious processing is a necessary condition for one step in the language learning process, and is facilitative for other aspects of learning (Schunk, 1991: 131)."

These claims are in accordance with Gattegno who also regards every language as having a built-in feature of economy, which exists so that a speaker's language will not be overburdened (Gattegno, 1977a: 2). He
introduced the notion of "ogdens" which simplify the tasks of the learners and the teachers. The term "ogden" is used to:

... refer to the mobilisation of mental energy required to link permanently (ie. for long durations and at the beck and call of one's will) two mental elements, such as a sound and a shape, a shape or a sound and a meaning, a label and an object etc. ... Ogdens are not needed for functionings, such as perception, or for recognition of emotions or images, but they are required every time we wish to commit to memory those items that are arbitrary (Gattegno, 1976a: 9).

Several researchers (Hasher & Zachs, 1979, Schneider & Shiffrin, 1977) stated that a task either requires a relatively large amount of processing capacity, or it demands hardly any in the case of it being automatic. Through practice, for a task that used to require a lot of processing energy, less energy is required. What Gattegno calls a unit of mental energy, or 'ogden', corresponds to the idea of processing energy. As he is concerned with the efficient use of the students' time and energy he suggests that the teachers should be aware where students must definitely invest their mental energy and where it can be saved by pointing out links to previous knowledge. When energy has been invested wisely, the skill that needed conscious effort in the beginning stages will become increasingly automatic. Automaticity is another element that features in both theories.

5.5.3. Automaticity

Automaticity plays an important role in both theories. Information Processing Theory claims that after initial conscious efforts to learn a skill, less conscious attention is needed as the skill becomes routinized. Once the skill is completely automatic, the learners will direct their conscious attention to the next challenges and forget how much effort they had to invest initially.

Gattegno uses the example of learning sounds to express the same idea. Once the production of sounds has been mastered, the learner integrates them into the self at the same time as making it available as a power which
the self can now use to face new challenges. In time the learner will lose consciousness of ever having gone through the learning process that was involved in mastering the sounds of a new language. If everything is in order then the function becomes automatic and the consciousness is freed to be used elsewhere for further learnings. Through the creation of automatisms, consciousness can be withdrawn from what has been mastered and devote itself to the demands of the present. The idea of automatic processes in learning is not new, however, what is new is the crucial role it plays in Gattegno's model.

Gattegno defines an automatism as "a structure that maintains itself with an absolute minimum of consciousness, thereby in its turn keeping the self for more complex tasks, using what is available, and so on" (Gattegno, 1975a: 14). Little energy is needed to maintain the automatism - therefore most of the energy is available to face new tasks. Without automatisms the self would be constantly involved in maintaining what already exists and so the self could not develop any further. Therefore "automatisms (objectified energy) are the answer for the demands of efficiency" (Gattegno, 1975a: 15).

Schunk confirms Gattegno's understanding of automatic processes and states that much recent research proves that "much cognitive skill processing becomes automatic" (Schunk, 1991: 146). Calfee & Drum (1986) posit that automatic processing is important because working memory (WM) has a limited capacity. In reading, for example, readers need to move information fast from WM to LTM so they can move on to new materials.

Shiffrin & Schneider (1977) found that controlled processes regulate the flow from short-term memory to long-term memory, but once the automatic processes have become established, the controlled processes are free to be used for higher levels of processing. They think of controlled processing as laying down the "stepping stones" for automatic processing as the learner moves to more and more difficult levels.

Gattegno maintains that the creation of automated networks is an essential factor which allows complex organisms to operate. In this context it is interesting to mention the case of a schizophrenic patient for whom
previously automatised processes have become conscious again. The patient reports:

I'm not sure of my own movements anymore... I found recently that I was thinking of myself doing things before I would do them. If I'm going to sit down for example, I've got to think of myself and almost see myself sitting down before I do it. It's the same with other things like washing, eating, and even dressing—things that I have done at one time without even bothering or thinking about at all— I take more time to do things because I am always conscious of what I am doing... I have to do everything step by step now, nothing is automatic. Everything has to be considered (McLaughlin, 1990: 114).

As McLaughlin points out this is a "very dysfunctional situation". He confirms Gattegno's statement by saying:

If we had to think through ordinary activities before we did them, we would not be able to manage our lives very well. What we see in this patient is a breakdown in the automaticity that is so important for normal functioning (McLaughlin, 1990: 114).

This example shows how important the process of automatising is because energy and attention necessary for new learning can only be available if it is not caught up in doing automatic tasks consciously. Information Processing Theory considers the brain to be the locus of learning. Gattegno distinguishes between the mind and the brain and wonders how the mind could possibly be equated with the brain. He explains:

It seems strange that the mind, which knows itself so easily and in such detail, is sought in a mass of matter that is well-known only geometrically, that is, histologically and anatomically. How can anyone convince himself that some physical matter that cannot know itself can throw light on what does know itself (Gattegno, 1988: XI).

Despite this divergence they both agree on the processes that are involved in learning. According to Gattegno the self incorporates into itself what it is
learning and subordinates the previous learning to the new learning. The self only starts this process when the structure that needs to become integrated has already reached a certain level of complexity (Gattegno, 1975a: 28-31). Once the new structure becomes part of the automated networks which already exist, the self can turn to other matters which present themselves to the changed self. Gattegno therefore sees the healthy human being as someone who is always changing and learning, thereby evolving on many different levels. As he says:

Integration is the process by which the future affects that which already exists. Every baby who finds himself (sic) doing one new thing after the other, creating new constellations of existing behaviours for new ends cannot fail to know himself as being in the future, as meeting the unknown, the unforeseen (Gattegno, 1973: 50).

McLaughlin (1990) points out that Information Processing Theory sees complex tasks as being characterised by a hierarchical structure. Complex tasks consist of sub-tasks and their components. The smaller components have to be integrated before the complex task can be tackled. If a skill is practised again and again, a point will be reached where no further attention is needed for its performance. The controlled processes are then free for new learning. Levelt (1978) noted that practice and time on the task seem to be the critical variables for the successful acquisition of complex skills, including second language learning. McLaughlin agrees when he says:

According to Cognitive Theory, second-language learning, like any other complex cognitive skill, involves the gradual integration of sub-skills as controlled processes initially predominate and then become automatic (McLaughlin, 1987: 139).

Gattegno chose the term "temporal hierarchies" to describe the relationship that he observed to exist between successive learnings (1973: 46-62). Time gives us the possibility of learning. Even an insight is normally only possible if some work has been done beforehand. What was done yesterday can be used today, and tomorrow's possibilities depend on what
was done today. Some awarenesses must precede others. Gattegno does not express any view on whether there is a set sequence of awarenesses that must take place under all circumstances. He offers:

What time structures is the actual content of the acquisition. This may provide (possibly) a unique, ultimately describable, succession of learnings, applicable to all learners, because of the nesting of the temporal hierarchies of the attributes: one not being able to be attempted before the others have integrated. But (possibly) no such unique succession exists and a common knowledge of language can be an unreachable reality (Gattegno, 1985a: 40).

Gattegno seems to suggest that many routes lead to various learnings. What they all share, however, is the temporal hierarchies of the simpler learnings preceding the more complex ones. These hierarchies need to be respected by teachers. Thus he states that:

We must become aware of the temporal hierarchies in learning if we want to be sure to deliver. These hierarchies are the expression of how awareness works. The statement that only awareness is educable in man is equivalent to saying: in teaching skills, one must respect the temporal hierarchies (Gattegno, 1987d: 124).

Lightbown (1985) would support Gattegno's observation as she states that:

There is general agreement in second-language field that there are predictable sequences in acquisition such that certain structures have to be acquired before others can be integrated. ...it should be apparent from previous chapters that many authors in the field are convinced that learners follow acquisitional sequences and that these sequences are determined by the nature of the linguistic system (Lightbown, 1985; cited in McLaughlin, 1987: 148).

Levelt (1978) noted that speaking is an excellent example of a hierarchical task structure. The speaker's first goal is to express a certain intention. She
must decide on a topic and select a certain syntactic schema. This requires certain sub-activities, such as formulating a series of phrases to express different aspects of this intention. In order to actually express these phrases, the speaker needs to retrieve words, activate articulatory patterns and use syntactic rules. These sub-skills need to be accomplished before the speaker can actually express the correct sentence, however, some of them may also be processed at the same time.

Gattegno realised that triggers of response do not always require the entire original expenditure of energy because recognition enables us to use a limited amount of information to complete a message. For instance "m-th-r" is sufficient to trigger the whole word "mother". Thus he comments:

To grant our students the use of their powers of recognition will help both them and their teacher in presenting them with material that can yield a great deal more than the expenditure of ogdens alone permits (Gattegno, 1976a: 9).

Schunk (1991) points out the historical link between Information Processing Theory and Gestalt Psychology. According to Gestalt Psychology, people organise their perceptions according to certain principles. One of these principles is called "closure". It means that:

... people fill in incomplete patterns or experiences. Despite the missing lines in the pattern shown in Fig 5.1.g, people tend to complete the pattern and see a meaningful picture (Schunk, 1991: 129).

Figure 5.1.g. looks like this:

Gattegno appears to have been right in his assumption that single letters can trigger the whole word according to this principle of closure.
As was shown in the above discussion there are a number of points on which Gattegno and Information Processing Theory agree as far as automaticity is concerned. Both regard it as absolutely necessary to move from controlled processes which require much mental effort to automatic processes which require hardly any or none. Although Gattegno does not express his theories in as clear a language as Information Processing Theory, it is still remarkable that he "intuitively" arrived at assumptions which are gaining more and more support in scientific circles. The fourth major link between Gattegno's theories and the information processing perspective on learning concerns motivation.

5.5.4. Motivation

As far as motivation is concerned, both the Silent Way and Information Processing Theory again show remarkable similarities. They regard intrinsic motivation as the superior force for learning. Gattegno considers it to be the teacher's task to free the students from their habits and to make them more autonomous in their judgment about their progress. He calls this the development of "inner criteria". Once the students know what the model, or ideal pronunciation or grammatical structure is, they can work on the language and with the help of their inner criteria they can assess which aspect of their language is correct and which needs more work.

Information Processing Theory posits that motivation arises in part from a desire to effectively control one's environment. Schunk (1991) points out that this desire "has been labelled mastery, competence, effectance, or intrinsic motivation" (Schunk, 1991: 229). Intrinsic motivation involves task engagement for no obvious rewards except for the activity itself. Hunt (1963) argued that exploratory behaviours and curiosity are intrinsically motivated and are the result of an incongruity between previous experiences and new information. He found that people extract information from the environment and compare it to internal representations. When they find an incongruity between the internal knowledge and the new input, they become motivated to reduce this incongruity.
Gattegno's assertion that extrinsic motivation is counterproductive was confirmed in an experiment by Lepper, Greene & Nisbett (1973). These researchers observed preschoolers during free play. The children who spent much of their free time drawing were selected for the study and assigned to one of three conditions. In the first group, the 'expected award group', children were offered a good player certificate if they drew a picture. In the second group, the 'unexpected award group', the children were not offered a reward, but still received one unexpectedly. In the third group, the 'no award group', the children did not receive any reward. The children were observed again two weeks later during free play. The children in the first group who expected an award drew for a significantly shorter time than they had before the experiment. The other two groups showed no significant change. Lepper et al. (1973) postulated the overjustification hypothesis: Engagement in an activity that is intrinsically interesting, decreases under conditions that make it salient as a means to an end. This overjustification hypothesis has been supported in experimental investigations with different tasks and subjects of all ages (Lepper & Greene, 1978). The overjustification hypothesis seems to confirm Gattegno's assumption that extrinsic motivation has a negative effect on intrinsic motivation.

For Gattegno, learning becomes effective through being conscious. This means that the learner has to be fully engaged in what s/he does, and has to give himself/herself criteria by which s/he can judge whether what needs to be done has been done. There is no praise or blame in the Silent Way because students do not learn for the teacher's approval but for their own satisfaction. Gattegno says:

No congratulation or criticism is needed, for all is matter of fact.
The subordination of teaching to learning is the only way of handling the challenge of freeing the students while ensuring that they learn by an economic exchange of their time for a maximum learning (Gattegno, 1976a: 14).

Gattegno seems to suggest that the withdrawal of external reinforcement frees students to focus their attention on the task at hand. He believes that a correct answer shows that students have assimilated knowledge, whereas a "mistake" shows that more work is needed. He therefore considers
external judgment out of place when dealing with these objective indicators of where students are in their learning processes. What is necessary, however, is feedback so that students can develop inner criteria.

The previous sections showed that both theories share some similarities in the areas of learning, awareness, automaticity and motivation. The similarities between the Silent Way and Information Processing Theory are considered to be promising in terms of further research. The next section will, however, delineate the key aspects of their fundamental differences.

5.6. Limitations in the comparisons between the Silent Way and Information Processing Theory

Despite the many common links between the Silent Way and Information Processing Theory there are a number of aspects in Gattegno’s theory which would benefit from interpretation and evaluation from other perspectives.

In chapter four, a number of factors were delineated that have been claimed to affect learning. Larsen-Freeman & Long (1991) mention, among others, age, aptitude, motivation, personality, cognitive style, etc. (Larsen-Freeman & Long, 1991: 154-206). For Gattegno these categories are irrelevant as he considers the development of awareness to be the most important factor in the learning process. He explains differences in learners' abilities and performances in terms of their willingness to operate from their self rather than their psyche. As soon as learners use their self to make automatic functionings of their psyche conscious learning becomes possible.

It is the reawakening of learners' powers which is at the core of the Silent Way. De Cordoba summarises it thus:

A reawakening of powers, in this context, means that learners become conscious, as defined by the Awareness Model (... ) of automatic functionings which they can use to acquire L2. For example, learners can become aware that they can will their phonation system to produce the new sounds (or perhaps, old
ones produced before acquiring L1) necessary for L2 sounds which will later be produced automatically. The Awareness Model thus attributes learners with the responsibility for their own learning: learners themselves are the primary cause of L2 acquisition. The Silent Way, because of this focus on learners, has been described as an attempt "to use all that there is in every mind in every school" (Gattegno, 1963: 13) (De Cordoba, 1986: 103).

Gattegno's interest in "reawakening the learners' powers" is one of the concepts which not only transcends Information Processing Theory but actually represents an aim with which it is not concerned. Gattegno, however, devoted much attention to the study of the physical, emotional, intellectual, and spiritual developments of children (1962, 1970, 1973, 1975b, 1987d). As far as the learning of the mother tongue is concerned he came to the conclusion that sounds only become significant when they have a meaning associated with them.

A special awareness is needed for a child to hear his utterances and to know them as his (Gattegno, 1987d: 10).

Hearing needs to be distinguished from speaking in that we make a voluntary decision to speak but not to hear. Babies are subjected to many different sounds which must be incomprehensible to them. This is, incidentally, the same phenomenon second language learners encounter when they first come in contact with the new language. They hear the language as a mass of sounds that has no meaning.

Gattegno claims that babies make a decision as to which sounds to ignore and which to stress. The ability to choose is based on will, a power which they have. He states:

To be able to use their will to manipulate their vocal chords, to distinguish that from other sounds, babies require pinpointedness, thoroughness and persistence; qualities which are not normally associated with infants, but ones that enable us to make sense of the magnitude of their achievements (Gattegno, 1973: 7).
Apart from this trust in the learners' innate capacity to achieve learning, Gattegno also stretches the concept of consciousness beyond the mental sphere. Gattegno considers the self to be one entity, which exists in the states of wakefulness or sleep. When it is awake it relates to the outside, during sleep to the inside. The state of wakefulness is concerned with receiving and spending energy, while the state of sleep is concerned with harmonisation of all that has occurred to the self during the day. After a night's sleep, seemingly insoluble problems of the previous day are often solved with relative ease. Thus:

When the self has absorbed all it can into the pre-existing system, it enters the state of sleep. Here it goes over what has been gone through by the self during the day, integrating what is capable of being used and setting aside other things for another day (Gattegno, 1986b: 14).

Information Processing Theory takes the limitation in processing capacity into consideration, however, it does not mention sleep as a possible factor in the mental activity. The importance of sleep is discussed in transpersonal psychology, which would not only confirms Gattegno's distinction as far as the different states of consciousness are concerned, but also to the role he assigns to sleep (Tart, 1986: 3-22).

To summarise we can state that Gattegno's theory goes beyond Information Processing Theory which is mainly concerned with the mental processes that occur in the human being. Gattegno would like to encourage a process of spiritual awakening in learners. The aim for him is not only an increased awareness of themselves as learners, but also as humans. This awakening can be compared to the Sufi or Buddhist traditions in the east or transpersonal psychology in the west. Ultimately it goes back to the appeal by Socrates, 'Know Thyself'. Gattegno believes that this self-knowledge is the basis for any new science. In the final analysis, it is Gattegno's epistemological approach which differentiates his theory from other learning theories and teaching approaches. Weiler expresses the differences between the two theories as follows:

The discrepancies stem from the fundamental epistemological differences which separate them. By proposing that it is by
consciously using awareness that Man has learnt to be what he is, he has provided a paradigm which has the potential to revolutionise education and scholarship as we know it (Weiler, 1989: 138).

In Gattegno's theory the use of awareness not only leads to all the learning that can be witnessed in a person's life, regardless of whether the learning takes place in private life or in an educational institution; the use of awareness is also the foundation for his epistemology.

5.7. Summary and comments

The discussion so far has shown that the Silent Way and Information Processing Theory share enough common ideas about the learning process to justify further investigation of those theories and the links between them. This view is shared by Willebrand who set out "to investigate whether the major approaches to language teaching (Audio-Lingual Method, Generative Grammar, Community Language Learning, Silent Way) are compatible in structure with an information processing model of memory" (Willebrand, 1978: 4). She came to the conclusion that only the Silent Way fits the Information Processing Theory model and that therefore "additional comparative studies between the methods would have value" (Willebrand, 1978: 18).

Information Processing Theory has postulated and tested many hypotheses that Gattegno proclaimed decades ago. Although Information Processing Theory is rapidly gaining recognition as a valuable learning theory the research findings have not yet led to the formulation of teaching strategies as a result of this understanding.

One of the major aspects of the Silent Way, the pedagogical use of silence, has not been considered so far in this chapter. As was mentioned above, Information Processing Theory posits that the short-term memory has a limited capacity, both in terms of time and number of items which can be processed at any moment. Experiments show that the STM capacity for numbers of items is seven plus or minus two. If the learner hears more than
around 7 items, s/he can process the information by, for instance, chunking the items—thereby reducing them to a number within capacity of STM. If s/he cannot chunk the items because there is no previous knowledge in LTM which allows the chunking, then some part of the stimulus will be lost immediately. The portion of the information which remains needs to still be worked on if it is to be established in LTM. This can happen through mediation and rehearsal. In rehearsal, the learner has to practice or repeat the items loudly or quietly. During the mediation process the student is assumed to associate new information with categories that were established earlier in LTM. Both processes are supposed to increase the strength of the stimulus in LTM. This is one of the stages where difficulties could occur for the learners. If another stimulus is presented prior to the sufficient rehearsal of the first stimulus, the new stimulus will interfere with the repetition process and the original information will be forgotten. In consideration of these facts, Information Processing Theory would predict that the Silent Way should be quite successful as it allows time for processing through teacher silence. Gattegno suggests as an example of an introductory lesson:

The teacher ...draws out one rod and shows it to the class while saying in the foreign language the word for rod with the indefinite article, if it exists in the language. He puts it down in silence and picks up another rod of a different color and says the same (one or two) words again and so on, going through seven or eight rods and never asking for anything... The teacher lifts a rod and asks in mime for the sounds he uttered. At the next trial... the whole class repeats the sound for a rod (very approximately in most cases). The teacher does not inquire whether some students are thinking of a piece of wood, others of lifting something, or something different, contact has been made without the use of vernacular and that is all that is wanted (Gattegno, 1972: 35).

The learner is provided with a meaningful concept, the rod, and an auditory stimulus, limited enough to be processed in STM. The students do not have to become active until 7 or 8 oral and visual presentations are made. Thus a certain part of a new sound system should be stored together with meaningful concepts before students respond actively. As the Silent Way
teachers are required to maintain silence between presentations, the students have enough time and mental space to rehearse the stimulus. No distractions, such as teacher comments on the correctness of student response or discussion of grammar, are allowed during the learning period. The most important aspect of Gattegno's method, the use of silence, therefore "fits well into an IPM view of learning" (Willebrand, 1978: 15).

5.8. Conclusion

The link between Information Processing Theory and the Silent Way has been noted by only two critics. Weiler (1989) mentions in his Master Thesis the similarities between the two theories as far as awareness is concerned. Willebrand (1978) examined the compatibility of some teaching methods with Information Processing Theory. She concluded, as did Weiler, that the similarities are pronounced enough to justify further research. (Weiler, 1989; Willebrand, 1978). The theoretical explorations above centred on the concepts of awareness, automaticity, learning and motivation and showed that both theories share commonalities in these areas. The discussion led to the question whether the practical application of Gattegno's concepts as, for instance, in the case of the Silent Way, can be regarded as one possible way of also applying the principles of Information Processing Theory.

The four chapters of literature review illustrate that the Silent Way and its underlying pedagogical theories are difficult to locate within only one research area. The presentation of Gattegno's Model showed that Gattegno's understanding of the learning process is based on the concept of the self and the premise that learning requires awareness. This view was shown to be different from current theories of learning that predominate in the research area of second language acquisition. The discussion centering around learner factors that explain differential success proved to be of relevance to the Silent Way. A few links were also established between Gattegno's theories and Information Processing Theory. The literature review demonstrated, however, that many questions have been left unanswered so far.
The research questions that resulted from the literature review of the previous chapters and the research methods chosen to find answers to the questions will be presented in the next part of the thesis.
PART TWO

THE STUDY

Part two presents the present study and comprises five chapters. Chapter six presents the research questions that motivated the present study and explains the research methods used for data collection and analysis. The following chapters report the results. In order to turn the data into manageable reports the categories were grouped according to frequency of joint occurrence. Based on this procedure, the first two data reporting chapters turned out to be more general in nature, while the last two chapters concentrate more specifically on the perspectives of teachers and students respectively.

Chapter seven reports data related to the role Gattegno's model, the four stages of learning and the role tensions play in the learning and teaching processes in Silent Way classrooms. Chapter eight concentrates on the role of awareness and the self in the teaching and learning processes. Chapter nine concentrates on the teachers' experiences of teaching a foreign language the Silent Way. Chapter ten reports the students' experiences of learning a foreign language the Silent Way.
CHAPTER SIX

RESEARCH METHODOLOGY

6.0. Introduction

The literature review has illustrated that the Silent Way as an approach to teaching and learning has not received sufficient attention up to now. The majority of researchers look at the Silent Way as a teaching method without taking into consideration the underlying evolutionary model and the learning theory that Gattegno developed. Silent Way teaching, however, can usually not take place unless teachers have an understanding of the theory on which it is based. Gattegno did not prescribe Silent Way teaching methods or offer lesson plans because by its very nature a class in which teaching is subordinated to learning is difficult to describe. Interested teachers have to find a way to translate his theory into Silent Way teaching practices. The literature review exposed several areas of limited knowledge that were translated into five research questions.

6.1. Research questions

1. How do Silent Way teachers describe the manner in which second languages are acquired? What aims are explicit in their classroom practice?

2. How do experienced Silent Way teachers translate Gattegno's learning theory into teaching practices? Which teaching strategies do they employ to achieve their objectives?

3. What roles do the central concepts of Gattegno's model, such as awareness and self, play in the teaching practices of Silent Way teachers?

4. How do students experience learning a language the Silent Way?
5. What are the implications of this study for language learning and teaching?

The present study centred on these questions. In order to answer them, the researcher conducted a case study at one of the main Silent Way Centres, in Besançon, France. In this chapter the research methods used for data collection and analysis of this study will be delineated in detail.

This chapter is divided into three main sections. In the first section the researcher outlines decisions made concerning the choice of paradigm, research methodologies and methods. The second section explains in detail the data gathering process which includes descriptions of how the different research methods were used to collect data. The third section clarifies the various phases of data analysis and the processes used to construct meaning from the data.

As the purpose of this study was to explore the Silent Way as a learning theory and a teaching method in which awareness plays a major role, the research paradigm, methodology and methods had to be compatible with the focussing processes of learners and teachers on external and internal events. The relationship between research methodology and research questions has been investigated by Van Manen (1990). The way in which one formulates certain questions is related to the research method with which one identifies. Certain research questions, on the other hand, necessitate particular research methods for their investigation (Van Manen, 1990: 2). In what follows the choices made by the researcher in relation to data gathering and analysis will be explained and justified.

6.2. Choice of Paradigm

For Kuhn a paradigm represents "the entire constellation of beliefs, values, techniques, and so on shared by the members of a given (scientific) community" (Kuhn, 1970: 175). These scientific and metaphysical beliefs that make up a paradigm within which scientific theories can be tested and evaluated determine the types of questions researchers will choose to ask.
Cohen & Manion (1989) state that the paradigm a researcher chooses will have consequences for the choice of research methods, data collection methods and data analysis (Cohen & Manion, 1989: 27). There are two paradigms that have generally determined approaches to research in education, the traditional and the interpretive paradigms.

6.2.1. Traditional Paradigm

The traditional paradigm has its roots in positivism, a "philosophical movement inspired by empiricism and verificationism" (Audi, 1995: 445). Positivism uses the method and principles of the natural sciences to study the human world. Researchers who work within the traditional paradigm tend to portray human beings in mechanistic terms because they regard human behaviour as a result of observable internal or external causes (Cohen & Manion, 1989: 22). The mechanistic image of human beings and the concept of human behaviour as a response to environmental causes lead researchers to the adoption of a detached perspective of an observer. This perspective does not take into account the human capacity to reflect on one's own experiences and to construct theories about oneself and to act on these theories (Cohen & Manion, 1989: 23). The philosophical basis of the traditional paradigm that the world is knowable as it really is leads to the use of research methods that verify or falsify theories about human conduct (Cohen & Manion, 1989; Guba & Lincoln, 1989). The present study was not located in the traditional but in the interpretive paradigm.

6.2.2. Interpretive Paradigm

The interpretive paradigm is based on the philosophy of humanism and idealism, the "philosophical doctrine that reality is somehow mind-correlative or mind-coordinated - that the real objects constituting the 'external world' are not independent of cognising minds, but exist only as in some way correlative to mental operations" (Audi, 1995: 355). The interpretive paradigm is based on the assumption that people interpret the world in which they live differently. The researcher and her/ his informants
try to discover together how people make sense of their world (Guba & Lincoln, 1989).

Research methodologies of the interpretive paradigm aim at supplying detailed understandings and interpretations of the subjective world of the informants, in other words, at understanding "the processes by which people construct meaning" (Bogdan & Biklen, 1992: 32). The researcher develops categories that emerge from the data and uses the research literature as a reference point for the interpretation of the data. The theory that might emerge as a result of the study is grounded in the data (Glaser & Strauss, 1967). To increase reliability and validity of the research results researchers often use data triangulation (Patton, 1987).

As this study sought detailed knowledge and understanding of the lived experience of Silent Way learners and teachers, methodologies which arise from the interpretative paradigm were best suited to providing the answers. The traditional paradigm which considers human behaviour to be "governed by general laws and characterised by underlying regularities" (Cohen & Manion, 1989: 27) could not be used for this study. The phenomena under study, that is the perceptions, interpretations of Silent Way teachers and the learning experiences of Silent Way students are personally constructed and subjective. The researcher did not have a value-free, detached perspective and the Silent Way course environment is not controllable as the traditional paradigm requires (Guba & Lincoln, 1989). The knowledge which is developed by collaborating with Silent Way learners and teachers cannot be generalised outside the restricted context. The interpretive paradigm was therefore more appropriate in addressing the research questions.

6.3. Choice of Methodology

Within the interpretive paradigm many methodologies can be chosen to arrive at a description and interpretation of the lived experience of Silent Way teachers and students. Research methodology refers to "the philosophic framework, the fundamental assumptions and characteristics of a human science experience. It includes the general orientation towards
life, the view of knowledge, and the sense of what it means to be human which is associated with or implied by a certain research method. Methodology is the theory behind the method, including the study of what method one should follow and why" (Van Manen, 1990: 28). The aim of the research methodology is to understand not the products of the inquiry but the process itself (Kaplan, 1973). The present study used an ethnomethodological and phenomenological perspective to gather data in this case study and drew on hermeneutics to interpret the data.

6.3.1. Ethnomethodology

Ethnomethodology refers to "a phenomenological approach to interpreting everyday action and speech in various social contexts" (Audi, 1995: 250). Ethnomethodology is concerned with understanding the mechanisms which participants use to engage in social interaction (Cohen & Manion, 1989: 33). Ethnomethodologists try to understand the social contexts in which members of a particular social group find themselves. The particular social group observed and described in this study were teachers and students who were involved in their everyday activity of teaching and learning a language the Silent Way at the Centre for Applied Linguistics in Besançon. Harold Garfinkel, the proponent of ethnomethodology, aimed to guide research into meaningful social practices as experienced by the group members. Garfinkel states that ethnomethodology attempts to:

...treat practical activities, practical circumstances, and sociological reasonings as topics of empirical study, and by paying to the most commonplace activities of daily life the attention usually accorded extraordinary events, seeks to learn about them as a phenomena in their own right (Garfinkel, 1968, cited in Cohen & Manion, 1989: 33).

In line with this, the researcher started from the premise that the experiences of Silent Way teachers and students had to be investigated from their perspectives. The informants, whose thoughts, feelings and behaviours were studied were considered to be the "experts" rather than the "subjects" (Burns, 1994: 245).
While ethnomethodological research emphasises interpreting everyday action in a social context, phenomenology and hermeneutics have their focus on the individual perspective. Phenomenology was used in this study during the data gathering process, whereas hermeneutics was used in the analysis and is discussed further below.

6.3.2. Phenomenology

Phenomenology as the theory of phenomena goes back to the philosophical tradition of Husserl who called it a "strict science" (Husserl, 1965) and considered intuition, "Wesensschau", an acceptable method to access the experience of others (Brezinka, 1992: 170). Phenomenology is "a movement whose proponents, for various reasons, have propelled it in many distinct directions, with the result that today it means different things to different people" (Audi, 1995: 578). Despite the different currents within phenomenology there are some mutual conceptions all phenomenologists share. They believe in the primary importance of subjective consciousness and understand consciousness as active and meaning-bestowing. They also claim that consciousness has certain essential structures which we can know through a certain kind of reflection (Cohen & Manion, 1989: 31). The transcendental phenomenology of Husserl was motivated by looking beyond the appearances of the phenomena of everyday life to the essences underlying them. In order to do this, he uses the method of reduction, or 'epoché', which implies that we "put the world in brackets" and leave behind our usual preconceptions about the appearance of the world (Cohen & Manion, 1989: 32). Phenomenology rests on the assumption that only consciousness can enable human beings to find out more about the world as it really is. Gallagher explains it thus:

According to Husserl, consciousness is, fundamentally, a flow which unites itself in a retentional-protentional structure. ... What Husserl shows in his analysis of time-consciousness is that both transcendence, or what in the context of his time analysis he would call "protentioning," a projection toward the not yet realised, and appropriation, the retentioning of what
has already been realised, are integral aspects of the structure of human experience (Gallagher, 1992: 52-53).

Phenomenology is a research methodology that considers consciousness to be the only access human beings have to the world. It was particularly well suited to this study because the Silent Way is based on the same understanding of human knowledge. Gattegno also suggested that the prerequisite for any knowledge is consciousness. For Gattegno it is "legitimate to look at all the sciences existing today in terms of which awareness or awarenesses make their foundations" (Gattegno, 1985b: 2).

This similarity between Gattegno's understanding of the role of consciousness in knowing and the above-mentioned explanation of phenomenological research was not the only reason for having chosen this methodology. The research questions were intended to shed light on the lived experiences of learners and teachers in Silent Way courses and to uncover and describe the internal meaning structures of these experiences (Van Manen, 1990:10). While ethnomethodology and phenomenology served to collect data in this case study, a hermeneutic approach was adopted to analyse data.

6.3.3. Hermeneutics

Hermeneutics arose out of the interpretation of texts, especially the Bible, but the term has now much broader significance in its historical development (Audi, 1995: 323). During the data analysis phase a hermeneutic approach was used to derive meaning by moving between parts and the whole of the interview texts. This way of interpretation was first developed by Schleiermacher and is called the hermeneutic spiral or circle (Audi, 1995: 323). The practical application of this approach is illustrated in more detail in the analysis section below.

To develop a thorough understanding and critical analysis of Silent Way teaching and learning, different data gathering methods were employed which are all located in the interpretive paradigm and are preferred by ethnographers and phenomenologists.
6.4. Data Gathering Process

The next section delineates the different research phases and explains the rationale for choosing the various data gathering methods. It begins by providing the rationale for a case study approach.

6.5. Case Study

As Silent Way teaching, like any other teaching, is a complex interactive process, a case study was well suited to understand the complexity of this phenomenon. In the area of educational research it has been claimed that "the case study contributes uniquely to our knowledge of individual, organisational, social and political phenomena" (Yin, 1989: 14). Case studies usually are exploratory, but can also be descriptive depending on the constraints and purposes of the research (Yin, 1989: 16).

In the research area of second language learning, a case study has been defined in terms of the unit of analysis (Johnson, 1992: 76). A case study researcher studies a single entity in its naturally occurring environment. A case study supplies information about the processes and strategies that individual second language (L2) learners use to communicate and learn, about the connections between their own personalities, attitudes and the learning environment, and about the precise nature of their linguistic growth. The unit of analysis (i.e., the case) might also be a teacher, a classroom, a school, an agency, an institution, or a community. The essence of the case-study approach is a holistic, detailed look at a particular case. The purpose of a case study is to describe and explain the case in its context. Guided by a research question, a researcher studies the case and those aspects of the environment that pertain to that case and that shed light on the research question (Johnson, 1992: 76). Kemmis offers this definition of a case study:

The case study is a study of a "bounded system", emphasising the unity and wholeness of that system, but confining the attention to those aspects that are relevant to the research problem at the time (Kemmis, 1988: 258).
This definition requires that case studies be generally naturalistic. That is, the individual or other entity is studied in its naturally occurring state and environment (Johnson, 1992: 76).

Both phenomenology and ethnomethodology served as approaches to this case study. The phenomenological approach to the case study provided insights into the ways in which individual teachers constructed espoused theories of Gattegno's work, while the ethnographic approach gave information about the ways in which the teachers as a collective translated these theories into teaching practices. During data collection and data analysis the researcher moved constantly between individual and collective interpretations and practices of teachers and students in order to come to an understanding of the complexity of the Silent Way.

The next section explains the actual data gathering process which took place in the Centre for Applied Linguistics in Besançon, France.

6.5.1. Preliminary work

To enlarge her skills in data gathering using a video camera, the researcher used the opportunity offered by a student teacher in an inner-city primary school in Sydney to observe lessons in a year-five group and to video-tape the teacher. The practical experience led to the realisation that one video camera was insufficient to capture the interaction in the classroom and that familiarity with the equipment was necessary to avoid distractions. Furthermore, it also made the researcher aware that an extra microphone might be necessary to record the verbal communication in a larger class. This pilot experience led to a more efficient use of technical equipment and greater confidence in Besançon.

In order to prepare for the study in Besançon several letters were sent to gain access to the Centre de Linguistique Appliquée (CLA). Once the director of the CLA had assured his full support for the study, teachers were approached. The researcher sent out introductory letters to them explaining the purpose of the study, together with an approximate time-table. As the teachers' availability for interviews was very limited, the researcher
considered whether to cover some of the questions in a questionnaire form. However, this option was not chosen because the researcher wanted to avoid negative reactions by the teachers. As a solution, the researcher included an outline of the topics that needed to be covered in the interviews in her initial letters to the teachers. This gave them the opportunity to focus on the topics before the interviews.

The interview questions (see Appendix 5) were carefully worked out before leaving Australia, although the researcher gave herself the option of adapting them to suit the situation. A tentative timetable of activities was developed to facilitate time management in Besançon. This preliminary work proved to be invaluable since making major changes to the originally worked out plans would have been impossible in the restricted time available. All the steps taken before arrival in Besançon not only helped to assure an open and welcoming attitude on behalf of the teachers and the staff of the CLA but also ensured a smooth process of data collection.

6.5.2. The site

Although a few Silent Way Centres exist around the world, the researcher chose to study Silent Way English courses offered by the CLA in Besançon because the teachers are amongst the most experienced in the world and the researcher could communicate in French with the students. Another main Silent Way Centre exists in Osaka, Japan. However, whether Japanese students had come to study English or foreign students to study Japanese, the researcher would have encountered more difficulties in communication with students.

The CLA was one of the first centres in France to develop intensive language programs. It is affiliated with the University of Franche-Comté, and offers language courses (French as a foreign language, German, English, Arabic, Chinese, Spanish, Italian, Japanese, Portuguese and Russian), training for language teachers and translators, and both basic and applied language research. A staff of 90 full-time and 150 part-time professionals offers a variety of skills and experience. The following
The CLA's innovative spirit is an invaluable asset for its language teaching programs and has encouraged the development of ties with a variety of partners, such as the Ministry of Foreign Affairs, the Ministry for International Cooperation, foreign embassies, local communities, technical and vocational training organisations, companies based both in France and abroad, foreign universities and publishing houses.

There are two laboratories which serve as the focus for research at the CLA: the Speech Analysis Laboratory and the Language Teaching Methodology Laboratory. The work done by the Centre's research teams has led to the development of didactic tools for language learning: 30 methods and didactic approaches have been published since the CLA was founded in 1958. A central feature of their approaches to language teaching is the médiathèque.

6.5.2.1. The médiathèque

The médiathèque is a multi-media centre designed to be a resource centre for both teachers and students. The various work areas- for reading, or work on audio, video, and computer equipment- are laid around a patio so as to favour individual work. The students can choose the media they want to work with and the language level they consider appropriate.

The CLA also has a video production studio where television programs can be produced. It is mainly used to put together video tapes with regard to "language for special purposes" and educational tools for teacher training.
programs. The researcher observed the students a few times during their médiathèque sessions and tried some of the programs herself to get a feeling for the private study work they were doing.

6.5.3. The teachers

Although other Silent Way teachers would have been available for interviews, the researcher chose the ones who were actually teaching the intensive courses at that time. As one of the research questions related to the translation of Gattegno's theories into teaching practices it seemed of little value to interview teachers who were not teaching and therefore could not be observed. The four teachers were among the most experienced Silent Way teachers in the world and due to their long training they provided the deepest insights into possible interpretations and applications of Gattegno's theories. The teachers were all English native speakers who originated from Great Britain, Canada and Australia. They varied slightly in their conditions of employment which was dependent on their accreditation. Their tasks were, however, essentially the same and as far as the Silent Way courses were concerned the workload was divided equally among them. Each intensive course was taught by two teachers who took turns in teaching either the morning or the afternoon session.

6.5.4. The students

There were six students in each course of different ages, social backgrounds and language levels. They ranged in age from 22 to 65 and came from different professional backgrounds. They were all non-beginners in the sense that they all had some previous exposure to English. They were allocated to those particular groups after an initial entry test which showed their grammatical competence (see Appendix 13). They did not know that they were going to be taught according to the Silent Way. The Silent Way course ran parallel with more conventional English language courses.
The students' previous exposure to English varied considerably. One student, for instance had completed a three-week introductory Silent Way course and her test results allowed her to join the non-beginners group. Other students in the same class had already studied English for ten years at school and therefore knew a lot more vocabulary but were grammatically on a comparable level. This variation of previous knowledge of English led to different expectations and needs on behalf of the students. Their final assessment of the course reflected to a certain extent their different initial motivations for doing the course.

The grammar test was used to divide students into big groups but on the first morning of the course the teachers gave communication exercises to determine aural and oral capabilities which then led to forming smaller groups on that basis (see Appendix 16). The students were actively involved in determining the right level for themselves by assessing their own capabilities in comparison to those of the other group members. They also had the opportunity to change groups within the first few days of the course.

According to information in the above-mentioned brochure, the students had to pay 4375 Francs (about AUS $1215) for the two-week intensive English course. Some had their fees paid for by the local employment agency to improve their chances of finding work. The Centre has to therefore assure a high degree of student satisfaction because the University of Franche-Comté represents only a small percentage of their student intake, the other students come from the general public, large companies and the French Government employment agency. The CLA allows teachers to use any teaching method as long as the students are satisfied with the course.

6.5.5. Time-table of activities

This section serves to give an outline of research activities undertaken in Besançon. The table below should help to illustrate the following sections explaining the data collection methods. The table shows the major activities of the researcher at the site. The administration of questionnaires to current and previous Silent Way students, the writing of daily notes in a journal and
the informal conversations with students and teachers that helped form a picture of their experiences are not listed in this table.


<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Method</th>
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<th>Data gathered</th>
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</table>
6.6. Choice of Research Methods

Data were gathered with a grounded theory approach in mind (Strauss & Corbin, 1990). Although a grounded theory approach requires a certain amount of openness and flexibility on the part of the researcher in order to adapt the procedures to the emerging categories, it is wise for a researcher using this approach to consider research methods that are likely to be used before entering the field (Strauss & Corbin, 1990: 193).

The researcher began with a few general research questions (see Appendix 5), collected the first set of data through interviews and reflected on this data through preliminary analysis. With better understanding of the topic and preliminary propositions, the researcher conducted classroom observations and more interviews. When it became obvious that more specific information was needed from the students she developed a questionnaire to gain insight into the experiences of all students. The stimulated recall interviews were more focused because topics had emerged during the first two interviews.

6.6.1. Initial Teacher Interviews

Interviews are "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him (sic) on content specified by research objectives of systematic description, prediction, or explanation" (Cannell & Kahn, cited in Cohen & Manion, 1989: 291). In-depth interviews usually start off with general questions and gradually focus down to more specific questions which try to clarify observations. Some of the initial general and intermediate questions derive from the sensitising concepts held by the researcher. As mentioned above, the main interview questions and probing questions were worked out before leaving Australia.

Patton (1987:108) states that interviewing "involves asking open-ended questions, listening to and recording the answers, and then following up with additional relevant questions." He goes on to say that interviewing is an art and science which requires "skill, sensitivity, concentration,
interpersonal understanding, insight, mental acuity, and discipline" (Patton, 1987: 108). According to Patton, there are three different basic approaches to interviewing: the informal conversational interview, the interview guide, and the standardised open-ended interview. The researcher used the first two types of interviews in her study.

6.6.2. First Interview

In order to compile short teaching histories of Silent Way teachers, of their teaching experience and other personal interests, an informal conversational or "unstructured" (Cohen & Manion, 1989: 309) interview was used. In unstructured interviews the researcher can "modify the sequence of questions, change the wording, explain them or add to them" (Cohen & Manion, 1989: 307). The first interview helped to develop a rapport with the teachers and to gain a first understanding of their personal attraction to and assessment of the Silent Way.

6.6.3. Second Interview

The second interview was intended to gain insight into the teachers' understanding of the theoretical concepts behind the Silent Way. For this interview an interview guide approach was used, which ensured that essentially the same information was obtained from the different teachers. The researcher had established various aspects of Gattegno's theory that served as headings for a series of probing questions. Having the topics and probing questions outlined in advance made data collection more systematic but still allowed discussions to flow (Bogdan & Biklen, 1982). Teachers had ample opportunity to reveal insights about their teaching experiences. The reliability was increased by restating some important questions in slightly different form at a later time in the interview (Best, 1981: 167).

While the interview guide can sometimes interrupt the natural flow of the interview more than the informal conversational interview, this
disadvantage is outweighed by the fact that it is much easier to transcribe and analyse an interview conducted in a more formal way. Interview 2 was recorded on audio-tape and supplemented with field notes. While the means of recording that takes place in an interview "actually generates different kinds of encounters, with different kinds of outcome products" (Powney and Watts, 1987: 145), the use of a tape-recorder allowed the interviewer to concentrate on the task at hand. Being aware that a tape recording under-represents communication by providing only the sound component, the unlimited opportunity to replay the interviews outweighed the disadvantages since the researcher had no opportunity to check responses again with the informants because she had to return to Australia. Since the Silent Way teachers were accustomed to being interviewed and observed by researchers, being recorded did not seem to have an adverse effect on their willingness to cooperate. All interview questions are listed in Appendix 5.

These second interviews differed in duration because the teachers had varying degrees of teaching experience to draw upon for their answers. Their own extroversion or introversion also determined, to a large extent, the time spent on the second interview. As the teachers were occupied during the day, the interviews had to be conducted mainly in the evenings after 4:30 pm. Due to their family commitments, the interviews sometimes had to be interrupted and to be restructured over several evenings. The researcher tried to conduct interviews as early as possible during the course so that she could then concentrate fully on observing the Silent Way teachers in action. The observations were aimed at providing insights into the translation of teachers' espoused theories into teaching practices.

6.6.4. Participant Observation

Silent Way classes were observed over a period of five weeks. The classes started at 8:30 in the morning and finished at 4:30 pm. Included in that time was a one-hour session in the "mediathèque". One week the first teacher would teach the morning session until 10:30, then the students did their private study in the mediathèque until 11:30. The second teacher would teach the afternoon session which would go from 1:30 to 4:30. The next
week the teachers would alternate their sessions. The morning session would last three hours until 11:30, then the afternoon session would last from 1:30 to 3:30 with the médiathèque session going until 4:30. True to French tradition teachers and students usually went home for lunch in their two-hour break. The researcher observed all the Silent Way lessons except for times when arrangements had to be made with the technicians. Over a period of five weeks about 90 Silent Way lessons were observed and field notes taken.

A minimum of three lessons by each teacher was video-taped. A video-tape was considered to be especially useful in a Silent Way class as much of the interaction depends on gestures and mime. The frequent use of body language and facial expressions of teachers and students were best captured on video. In spite of the experiences gained in the pilot study the researcher tried in the beginning to use only one video-camera because the student number seemed small enough to do so. However, it soon became obvious that one camera was not sufficient to capture the interaction in the classroom.

The technicians of the CLA were very cooperative and helped to set up a second camera which was permanently fixed on the students. This allowed the researcher to concentrate on filming the teacher while the students were filmed automatically. The two cameras also ensured that the verbal interaction was fully captured on the tapes. One video-taped lesson by each teacher was chosen at random for the subsequent stimulated recall interviews with teachers and students separately.

6.6.5. Stimulated Recall Interviews with Teachers

Following the video-taped recording and observation of lessons, stimulated recall interviews were undertaken with teachers and students separately to allow for more open elaboration on perceptions and feelings. Stimulated recall interviews in which a video-taped lesson is replayed to teachers can assist teachers to reflect on their teaching practice. It gives them the opportunity to articulate their knowledge-in-action or theory-in-use
Stimulated recall interviews with teachers were used to clarify initial impressions from the first interviews, and to find out more about the teachers' internal processes. This part of the study also gave the opportunity to gain insight into the particular strategies teachers employed to translate Gattegno's theories. The teachers could then assess their success in terms of the application of Silent Way principles.

Stimulated recall interviews lasted for at least 45 minutes each; two teachers actually commented on the video-taped lesson for more than two hours. The visual material gave plenty of stimuli to offer insights into their intentions and aims and led to discussions about Silent Way teaching and learning in general. Despite the different lengths of time spent on these interviews, the researcher felt that she gained access to each teacher's ways of thinking and could make fairly accurate predictions about their reasons for choosing typical Silent Way activities after those sessions. In order to be able to compare teachers' comments with students' comments about significant incidents during the lesson, the researcher used the video-taped lesson that was chosen for the teacher stimulated recall for the student stimulated recall interview as well.

6.6.6. Stimulated Recall Interviews with Students

While the teacher stimulated recall sessions were aimed at gaining insight into the ways in which teachers translated Gattegno's theories into teaching strategies, the stimulated recall sessions with students served a slightly different purpose. They were used to find out more about the thought and feeling processes students experienced during the lessons.

During the first course the researcher interviewed students on the fourth day of the course and then again two days before the end of the course. The first interview proved to be of little value because the students did not have an opinion on the Silent Way by that stage. The second interview, based on a video-tape of their lesson, gave a much deeper insight into their
attitudes and feelings about the course. In the second course, the researcher therefore omitted the first interview and rather concentrated on the stimulated recall interview to gather data. In both groups the stimulated recall interviews turned into group discussions about the course in general because the concentration on each individual student's impressions was too intrusive for them. Although that session did not offer comments on the feelings of specific students at particular times, it did give an insight into their general impressions about the course. Due to potential language difficulties the interviews with students were conducted in French. In order to gain more detailed insight into their individual assessments the researcher developed a questionnaire which the students all filled in before the last day of the course.

6.6.7. Questionnaires

The general discussion based on the video-taped session did not give the researcher sufficient insight into the personal assessment of the Silent Way by individual students. In the questionnaire (see Appendices 7 & 8) the researcher tried to find out how students felt about specific characteristics of the Silent Way method of teaching languages. The questionnaires contained questions about their personal motivation for wanting to learn English and their previous exposure to the language. Some questions were designed to discover their opinions of the rods and charts and also about the Silent Way teachers. More specific aspects of the Silent Way such as silence, stages of learning, motivation were addressed and a general question about the Silent Way course was asked to give them the opportunity to mention other impressions they had not talked about previously. The questionnaire was in French to ensure accurate understanding of the questions. Apart from one student who attempted to answer in English, all students answered in French.

The researcher was also interested in the long-term benefits of a Silent Way language course. She managed to find nine students in the Arts Faculty of Besançon who had attended the same English non-beginners course the previous year. She developed another questionnaire in French to find out what impressions the course had left on the students in terms of
retention of the learned material, efficacy of the method and general attitudes towards the Silent Way. All nine students answered the questions in French.

6.6.8. Other Written Documents

The researcher collected all the written documents that either teachers or students used during the course. The students were given a course outline (see Appendix 14) which described what was expected from them as students and what they could expect from their teachers. At the end of the course they were given a ten-page document containing useful hints regarding their further self-study program (see Appendix 19).

The researcher also collected a copy of an entry examination and the test results of the students (see Appendix 13). She was also allowed to copy the evaluation sheets the students filled in at the end of the course (see Appendix 20). These sheets were not accessible to the teachers but were for the student liaison officer who also came to the class on the last afternoon to ask for their feedback. The researcher was also allowed to listen to their evaluation of the teachers.

Another document that was handed to the students during the course was a Personal Progress Chart (See Appendix 18) which they were advised to fill in as they went along in the course. As students were encouraged to become independent of their teachers, they were asked to keep track of their own individual language problems and to record their progress themselves. True to the spirit of the Silent Way there were no lesson plans because teachers aimed at subordinating their teaching to the learning of the students and therefore could not know which problems would have to be dealt with during the lesson. Apart from these documents the researcher collected information about the CLA and the courses offered there.
6.6.9. Field Notes

Field notes contain details about setting, context, participants, timing, and interactions as well as notes on the observer's thought and reflections about these contextual features (Hammersley & Atkinson, 1983). The researcher took field notes during those lessons that were not video-taped. The field notes mostly supplemented audio-tapes that were made during a majority of lessons. They mainly served to record impressions about the verbal and non-verbal interactions between teachers and students and the general classroom climate.

6.6.10. Journal

The researcher kept a journal in order to keep personal impressions separate from observations made during the lessons. Whenever possible the researcher tried to speak with French people, listen to French radio, read French newspapers and watch TV. The exposure to French culture not only helped to clarify the context of the Silent Way courses, it also alerted the researcher to another important aspect of Gattegno's theory. It became strikingly obvious, for example, to the researcher that Silent Way terminology which includes terms like awareness, self, psyche is much more part of everyday language in France than in Australia. This impression was confirmed by the Silent Way teachers who all came from English speaking countries. Impressions like this, which do not directly contribute to the study, but were part of the research experience, were noted down in the journal (see Appendix 11).

The previous section described the data gathering strategies the researcher used to gain insight into the theoretical understanding and practical application of Gattegno's educational theories by experienced Silent Way teachers and the responses to Silent Way teaching by French students. The next section will delineate the different phases of data analysis and explain in detail the chronological procedures the researcher went through to make sense of the collected data.
6.7. Data Analysis

Data analysis is the process of bringing order to the data, organising what is there into patterns and categories. Miles & Huberman (1988) point out that:

... in the world of 'wicked problems' (Churchman, 1971) where qualitative researchers are struggling, no single conclusion or explanation can be unequivocally established. ... We need to be confident that the conclusions are not unreasonable, that another researcher facing the data would reach a conclusion that falls in the same general 'truth space' (Miles & Huberman, 1988: 226).

The researcher intended in the beginning to use a grounded theory approach to data collection and analysis. Due to the limited time in Besançon, data collection and analysis could not take place simultaneously. However, even during the data collection phase, the researcher listened to interviews and read through field notes to become aware of recurring patterns and unexplained phenomena. This approach coupled with the knowledge that returning to the site was impossible and data collection therefore had to be as complete as possible led to an internal alertness which included a projection to the analysis phase that is characteristic of a grounded theory approach. As mentioned above, this mental attitude led in practical terms to the development of a student questionnaire because interview data would not have provided sufficient insight into the perceptions of individual students.

Grounded theory became, however, more important in the analysis phase, where the researcher developed a theory that is grounded in the data. Strauss & Corbin (1990) mention that:

... the analytic procedures of grounded theory are designed to:
• Build rather than only test theory.
• Give the research process the rigour necessary to make the theory good science.
• Help the analyst to break through the biases and assumptions brought to, and that can develop during, the research process.

• Provide the grounding, build the density, and develop the sensitivity and integration needed to generate a rich tightly woven, explanatory theory that closely approximates the reality it represents (Strauss & Corbin, 1990: 57).

Minichiello et al. point out that grounded theory is "the development of a theory by drawing or teasing it from the data gathered. The theory that is developed is then said to be grounded in the data" (Minichiello et al., 1990: 103).

As mentioned above, the data analysis in grounded theory requires the establishment of concepts after the initial reading of the data. Strauss & Corbin define concepts as "conceptual labels placed on discrete happenings, events, and other instances of phenomena" (Strauss & Corbin, 1990: 61). The first step in analysis is therefore the conceptualisation of the data. When particular phenomena have been distinguished, the concepts that relate to the same phenomenon are grouped and thus become a category. A category is therefore a "classification of concepts" (Strauss & Corbin, 1990: 61). In the first stage of analysis the surfacing trends need to be noted. The second stage, which is characterised by the emerging of patterns, will lead to further questions, hypotheses, and further comparisons. Strauss & Corbin suggests a series of techniques to move from descriptive to theoretical levels of analysis, such as "the use of questioning; analysis of a single word, phrase, or sentence; flip-flop procedure; the making of comparisons, both close-in and far-out; and waving the red flag" (Strauss & Corbin, 1990: 95). The aim of this method is to identify core concepts and to establish the connections between them. When these concepts are compared one against another and appear to refer to a similar phenomenon they are grouped together and form a category.

Grounded theory is characterised by the continual interaction between the researcher and the collected data (Glaser & Strauss, 1967). Butler suggests that grounded theory is "appropriate for determining what actually exists"
and that "inquiry should not emerge from prior elaborate theoretical schemes and deductively formulated propositions" (Butler, 1984: 3).

In commenting on grounded theory, Strauss (1987) suggests the analysis of the data within a concept-indicator model. In this model, every piece of information is analysed as an indicator of concepts. During the process of data collection the key issues or indicators of concepts turn into categories of focus. Data is then collected to support these categories while new incidents are looked for (Glaser, 1978).

As part of the process of the concept-indicator model, Strauss (1987) suggests the development of a conceptual map, or diagram with categories derived from the data. By developing a conceptual map, the researcher is encouraged to ask new questions, reexamine the data and develop new diagrams. The indicators and categories are continually verified until no new indicators, concepts or categories are found, in other words, until the code becomes saturated or the data collected become redundant (Bogdan & Biklen, 1992). As patterns and categories begin to emerge in data analysis, the researcher samples for difference, seeking out negative cases, which will confound the existing categories and force revision and clarification. This process continues until saturation is achieved and no negative cases can be found.

6.7.1. Coding of Data

Guba (1978) asserts that the researcher should begin by looking for recurring regularities in the data; these represent patterns which can be sorted into categories. The next step is the examination of the categories where the researcher should look for internal homogeneity, that is, how well the data fit together in each category. The researcher needs also to examine the degree to which the differences between categories are distinctive (external heterogeneity). Using the technique of constant comparative analysis, the researcher moves back and forth between data and categories, and between data within categories, looking for similarities and differences, restructuring data and categories, or creating new
categories until all data are integrated and the properties of categories defined.

The procedure which identifies categories is called "open coding". Another type of coding within grounded theory is called "axial coding". It refers to:

... a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/interactional strategies and consequences (Strauss & Corbin, 1990: 96).

In axial coding, the conditions that gave rise to a category, the context of the category are focused on (Strauss & Corbin, 1990, chapter 7). It is important to note that open and axial coding are two distinct analytic procedures, however during data analysis the researchers alternate between the two coding procedures.

As the aim of this study was to describe and analyse core concepts of the teaching and learning activity in the Silent Way context, this methodological approach to data analysis seemed to best fit the research aims. The researcher did not have the opportunity to approach teachers and students for new interviews; however, she used the video-taped lessons as well as the taped interviews to compare categories, check for negative cases and continually verify the conclusions.

6.8. Practical Considerations

The data gathering phase of the research provided the researcher with plenty of varied data which enabled her to gain a detailed understanding of Silent Way teaching and learning. As will be explained below, the researcher went through several phases to create a text of the data and then moved back and forth between parts of the text and the whole of the text. In this way she treated the data in a hermeneutic fashion which implies that the meaning of the text is derived through this dialectic approach which is called the hermeneutic spiral (Van Manen, 1990: 179).
6.8.1. Phase 1- Transcribing Interviews 1 and 2

The researcher listened to each interview recording several times before transcribing the content. Due to time pressure, the researcher could not produce full verbatim transcripts of about forty-five hours of interviews. She also considered a verbatim text more difficult to analyse. She therefore decided on a transcript that formulated all the informants' statements in indirect speech. She made sure that nothing was left out and simply summarised direct speech into indirect speech. The decisions about relevance and irrelevance of each statement were left to the categorisation phase. Examples of interviews transcribed in this manner are included in Appendix 10.

6.8.2. Phase 2- Watching Video-Taped Lessons

The first video-taped lessons the researcher watched were the ones that were used for stimulated recall interviews with teachers and students. The statements teachers had made during interviews 1 and 2 were fresh in her mind and she had transcripts of each teacher's interviews next to her when watching the particular lesson of that teacher. In this way, she became very sensitive to the relationship between each individual teacher's theories and practices. She looked for instances that supported, contradicted or modified the espoused theories teachers had talked about in their interviews. She analysed the teaching strategies they used to put Gattegno's theory into practice. She recorded her impressions in computerised journal while she watched the video-tapes (see Appendix 9).

She then translated the video-taped lessons that were used for stimulated recall interviews into texts which included a description of teachers' actions, verbal and non-verbal clues, gestures, facial expression and body movements and, where necessary, students responses. Eisner (1991) points out that "perceptual differentiation is fostered by having opportunities to compare and contrast qualities and configurations; watching videotapes or observing classrooms in which, say, two teachers teach the same subject, preferably the same topic, to comparable groups of children provides a rich resource for developing an awareness of similarities and
differences" (Eisner, 1991: 234). As always two teachers taught the same
group of students on virtually the same topics, the researcher could also
compare the ways in which teachers differed in their teaching strategies.
While the researcher concentrated in this phase on establishing the links
between teachers' theories and their teaching practices as the researcher
saw them, in the next phase it was the teachers who examined their own
work.

6.8.3. Phase 3- Transcribing Teacher Stimulated Recall
Interviews

The researcher used the same approach for the stimulated recall interview
as for the two other interviews. After having listened to them several times,
she transcribed in indirect speech and then inserted the comments into the
including section of the "video text". This meant that the video-tape
and the audio-tape were linked in the text the same way as they were
linked in the stimulated recall interview situation.

In this way, the researcher became confident that she could make accurate
assumptions about the reasons and motivations of each single teacher after
the stimulated recall interviews because she saw thought patterns re-
occurring. These interviews helped to sensitise the researcher to the fact
that teaching strategies might have appeared the same for the four
teachers, but the mental models they used to decide on their strategies
actually differed from teacher to teacher. With this observation in mind, the
researcher listened to all the interviews again and looked for confirmation
and rejection of this pattern. The stimulated recall interviews also showed
consonance and discrepancies between espoused theories and theories-
in-use. They also made her aware of differences between her own initial
interpretations of teachers' strategies and explanations the teachers
themselves offered. To summarise, the stimulated recall interviews allowed
the researcher access to the different mental, emotional and behavioural
patterns of the teachers.
6.8.4. Phase 4- Watching Other Video-Taped Lessons

The insights teachers provided in the stimulated recall interviews motivated the researcher to go back to the other video-taped sessions and look at them again with the teacher's comments in mind. In this way, she checked whether any additional observations needed to be recorded and whether the previous observations needed to be qualified in any way. The researcher looked at all the video-taped lessons again and stopped this phase when no further information could be obtained.

6.8.5. Phase 5- Transcribing Student Stimulated Recall Interviews

Once the researcher had gained a thorough understanding of teachers' motivations for choosing certain strategies and activities, she started to listen to the stimulated recall interviews with students. As a stimulus for the student interviews the researcher used the same video-taped lesson that was used for a stimulated recall interview with one of the teachers. She treated these interviews the same way as the teachers' interviews. She transformed direct speech into indirect speech while at the same time translating their French comments into English text. Although every translation is by its very nature an interpretation the researcher used strategies she learned in a NAATI-course (National Accreditation Authority for Translators and Interpreters) to minimise the danger of faulty translation.

Using the same video-taped lesson for teacher and student stimulated recall interviews allowed the researcher to compare the teachers' comments with those of the students about the same significant incidents. Differences in interpretations of what went on at particular moments therefore became more obvious. The researcher translated the interviews into English and transcribed them in indirect speech. One group of students was more outspoken and extroverted than the other group. The researcher decided to make a full verbatim transcript of their interview because she thought that many of their comments gave deep insights and could be used for quotations in the writing process. She compared the comments made by the two groups and took note of agreements and disagreements within one
group and between the two groups. The next phase of analysing the
questionnaires allowed the researcher to deepen her insight into students'
perceptions.

6.8.6. Phase 6- Transcribing Student Questionnaires

The researcher translated and collected all the answers under each single
question (see Appendix 8). She gave each of the twelve students a number
and collated the answers always in the same order, so that a picture could
emerge not just about each student's comments but also about the
frequency of responses. The perceived relevance of each question became
apparent through the detail of the students' responses. The researcher did
not use statistical methods to analyse the questionnaires, instead, she
analysed their content and used the information to give more substance to
impressions gained from the student interviews.

The questionnaires were ordered in two ways. The data were collated to
produce one profile for each student and one collection of answers for each
question. This allowed an insight into each individual student's reactions to
the course and an insight into students' collective evaluation of particular
aspects of the Silent Way. Important discrepancies between the students'
evaluations became obvious through this approach.

6.8.7. Phase 7- Reading Other Written Documents

The researcher read through her field notes as the last source of data. The
field notes contained not only details about the timing, seating order and
context but also about the researcher's thoughts, reflections and
impressions on the observed lessons. The researcher disciplined herself to
note down observations without any judgement. She also took note of
interesting comments made about the Silent Way by students and teachers
during coffee and lunch breaks. Reading through the field notes at the end
of the analysis process made her realise that many of the initial fleeting
impressions were subsequently supported by the other data, some
however, were refuted after discussions with the informants. Especially assumptions about the reasons for a teacher's decision making were later proven wrong because their reasons were more complex and personal than initially assumed. When analysing the field notes the researcher checked for material which had not been addressed in one way or another by the other data. She also read through her journal several times and searched the questionnaires of previous students for additional information. These extra data were collected in another folder which also contained notes taken during the process of analysis.

During the process of treating the data in the described ways, the researcher kept a computer journal in which impressions, questions, additions, confirmations, contradictions were recorded (see Appendix 9). Once all the collected data were translated, transcribed and transformed into written text, the researcher started the coding process which was inclusive of all the data.

6.8.8. Phase 8- Coding of Data

In order to arrive at a detailed understanding of the created text, the researcher coded all the transcripts of interviews 1 and 2, the teacher and student stimulated recall interviews and the summarised descriptions of the video-taped lessons. She also placed students' statements of the questionnaires into categories.

While reading through the transcripts of interviews 1 and 2, the data suggested categories that were based on the interviewees' own choice of language. The researcher tried to stay as open as possible to let the data itself suggest the appropriate categories. Her intention was not to impose Gattegno's categories on the data, but to let the text propose the categories to her. However, as all of the interviewed Silent Way teacher have many years of continual Silent Way teacher training, the language they chose to answer the questions corresponded to a large extent to Gattegno's theoretical concepts. In some cases, the researcher felt that terms covered too many varied aspects. One such term was "awareness". The researcher
distinguished between awareness created by teachers in students to bring about learning from awareness of the teachers themselves as human beings with different emotions and sensations. She therefore created a new sub-category "Self-Observation" when teachers referred to the latter aspect of awareness.

Teachers often mentioned aspects of their teaching which do not play a big role in Gattegno's theory and which needed to be labelled accordingly. One teacher in particular mentioned the importance of a friendly atmosphere between teachers and students. The researcher chose to categorise allusions to this as "classroom climate". She then searched the interviews with the other teachers for this category.

Despite the fact that teachers were very familiar with Silent Way terminology and used it extensively, the researcher sometimes realised that they did not necessarily attach the same connotations to these terms. Whenever such an inconsistency occurred, she categorised according to the personal interpretation of the phenomenon rather than just the chosen term. Details of such cases are supplied in the following chapters.

Once interviews 1 and 2 with all teachers were categorised, the researcher read through the collated text of the description of activity in video-taped lessons and stimulated recall interviews with teachers. These texts suggested the same categories as the first two interviews. The four lessons that were used for the stimulated recall interviews with teachers and the corresponding comments by teachers were categorised.

The interviews with students were treated in the same open manner and as a result some additional categories had to be created. Students mentioned, for instance, the importance of autonomy and independence for their learning process. Teachers had not spoken about this aspect in isolation and to the same extent. The researcher therefore created another category called "autonomy" and then went back over teacher interviews to check for possible inconsistencies. This process continued until all the statements provided by Silent Way teachers and students and all the observations of Silent Way lessons were placed into one category or another.
The researcher is aware that subjective preconceptions cannot be completely eliminated; however, letting the categories emerge from the informants’ speech, categorising all the data and checking continually for internal homogeneity helped to minimise subjectivity. The operational definitions of categories (see Appendix 6) should enable another independent researcher to place statements into categories and result in very similar conclusions.

It needs to be noted here that comments by teachers often referred to several aspects of Gattegno’s theory within one sentence. In a sense, categories like awareness, tension, energy, self, four stages of learning are all interconnected. When comments of this kind were made the researcher categorised either according to the “weight” of the response or, where the categories seemed to be of equal importance, she placed statements in two or sometimes more categories. All the relevant categories were included in the analysis, whereas the irrelevant ones, like the personal histories of teachers, were no longer considered.

6.8.9. Phase 9- Organisation of Data

Once all the data were categorised, the researcher organised the resulting text under headings. In this way, the comments made by teachers and students, the teachers' behaviours and the students' responses in the questionnaire, together with the researcher's field notes were all collected under each category. As the researcher used different fonts for each teacher and the two groups of students it was easy to distinguish within one category where the statement came from. The researcher ended up with two main bodies of data.

One contained information relating to each teacher and each student. This allowed the researcher to check for internal homogeneity. The information was sorted according to categories. In this way, the researcher had a profile of each teacher and each group of students where information each individual had supplied was collected.
The other main body contained all the informants' statements according to one category. As the researcher was not so much interested in the congruence between the singular teachers' espoused theory and theory-in-use, the second body, which treated the four teachers as a group, was more important. Whenever individual differences between teachers were important and/or significant, the researcher used the first assortment of data to find evidence. In this way, triangulation became an important part of the analysis process.

6.8.10. Phase 10- Triangulation

To ensure validity and reliability of data, triangulation was used as part of a grounded theory approach to analysis. Triangulation addresses the fact that there are strengths and weaknesses associated with any single data collection strategy. Patton (1987: 60) claims that using more than one data collection approach permits the researcher to combine strengths and correct some of the deficiencies of a single source of data.

In triangulation, different sorts of data are related in such a way as to increase the validity of the analysis. Denzin (1978: 28) identifies four basic types of triangulation:

* data triangulation: the use of a variety of data sources, eg. interviewing people in different status positions or with different points of view;

* investigator triangulation: the use of several different researchers;

* theory triangulation: the use of multiple perspectives to interpret a single set of data;

* methodological triangulation: the use of multiple methods to study a single problem, such as interviews, observations, questionnaires and documents.

This study used both data and methodological triangulation. Data triangulation was used in the case of teacher and student stimulated recall
interviews through which different points of views were elicited about the same incidents. Methodological triangulation was used extensively with interview data as the main source of information about Silent Way teaching and learning. Interview data were compared to data generated through classroom observation, questionnaires, field notes and other written documents. As the aim of this study was to come to a multi-layered description of the teaching and learning processes in the Silent Way context, methodological triangulation best served the research aims. The researcher did not have the opportunity to approach teachers and students for new interviews; however, she used the video-taped lessons as well as the taped interviews to compare categories, check for negative cases and continually verify the conclusions.

This chapter delineated the processes of data collection and analysis. In the following chapters the results of the study will be presented.
CHAPTER SEVEN

THE ROLE OF GATTEGNO’S MODEL, THE FOUR STAGES OF LEARNING AND TENSIONS IN THE TEACHING AND LEARNING PROCESS

7.0. Introduction

The following four chapters serve to report the results of the study. Although all the categories that emerged from the analysis were interrelated they had to be separated in order to establish a way of reporting them. While the grouping that comprises each of the data chapters is to a certain degree arbitrary, the researcher used a simple numerical procedure to work out the frequency with which categories were mentioned in conjunction with each other. Those categories that emerged most frequently together were grouped. Despite this grouping, the interrelated nature of the data remains evident. Thus, data related to one category may be reported in several different sections.

As a result of the above procedure the first two groups of data were more general in nature. Thus, the first two chapters, chapters seven and eight, deal mainly with data related to the theoretical concepts of Gattegno’s model. Chapter seven deals with Gattegno’s model, the four stages of learning and tensions in the teaching and learning processes; the role of awareness and the self in Silent Way teaching are presented in chapter eight. The latter two data chapters discuss data that is more specific. Chapter nine reports data concerned with teaching a foreign language the Silent Way, while the chapter ten deals with data related to learning a language the Silent Way. In those last two chapters the processes involved in teaching and learning are examined from both the teachers' and the students' perspectives. In this way, teachers and students comment on the teaching process and both also express their views on the learning process. By presenting data in this way, the similarities and differences in the experiences of teachers and students become more obvious.
Each of the following chapters presents the main statements teachers and students made in their interviews and the specific actions observed of teachers and students in the classroom in relation to the categories developed. Great care was taken to ensure that all participants in the study are included in the four chapters, however, as some teachers and students responded about particular matters in their interviews for different lengths of time some may be quoted more often than others. Over-representation of a participant only points towards more available data and does not indicate a judgement about the quality of comments.

The following convention for citing data was adopted. Teachers are indicated by their pseudonyms, students are numbered and appear in the brackets as S1, S2, etc. In cases where the four studied teachers had identical comments the data are presented as, for example, "all Silent Way teachers" shared this view. "All Silent Way teachers" or "the Silent Way teachers" do not refer to all Silent Way teachers that exist in the world but the four Silent Way teachers that were studied. If one teacher's statement was representative for all teachers' statements, one reference is given introduced by (eg) to indicate that the statement can, for instance, be found on that particular tape. Whenever it seemed appropriate to highlight an individual teacher's view, the first name is used and the reference is given for that particular teacher only.

When a student's comment was supported by all members of that particular group of students, the bracket only indicates whether the statement was made in group one or two (eg. "students 1" or "students 2"). Whenever it seemed necessary to distinguish between individual students, this is indicated by the student's number (eg. S1, S2, S3, etc). The next item in the reference shows whether the reported data is on audio-cassette (AC) or video-cassette (VC). The following number then shows the specific tape on which the data can be located. Appendix 2 gives a list of tapes, dates and topics of the recording. After the number of the tape an "A" or "B" indicates the side where the reference can be located. The counter number follows as the last item in the bracket (see Appendix 3). In this way the information in the bracket (Donna, AC 2A, A, 152-160) shows that Donna made the preceding statement on the audio-cassette 2A, on side A, at counter number 152-160.
For the following chapter the categories, "Gattegno's Model", "The Four Stages of Learning" and "Tension" were grouped together. The four stages of learning form a central component of Gattegno's model. Tension is one characteristic indicator of students proceeding through the four stages of learning. Gattegno's model incorporates the concept of tension as a positive prerequisite for successful learning. The three categories are therefore interlinked. What teachers and students had to say about these categories and how they reacted in relation to them will be reported below.

Gattegno's model was introduced in chapter three. The literature review showed that Silent Way teaching is not possible if teachers only use the Silent Way materials but do not base their teaching on an understanding of Gattegno's fundamental concepts. Without such an understanding of the laws that Gattegno saw at work in the universe (see section 3.1.1.), or the steps involved in subordination, for instance, Silent Way teaching can only be an approximation of the real thing.

The study attempted to find out how teachers understood Gattegno's model and which role it played in their teaching. As was the case with all the theoretical concepts on which Gattegno based his approaches to teaching, the study aimed at understanding how teachers translated these concepts into teaching practices. This was also relevant for the four stages of learning and the tensions that may accompany the learning process.

This chapter thus presents data that not only give an indication as to how teachers understood and used these different aspects of Gattegno's theories in their everyday teaching practices but also how the students experienced teaching based on them.

7.1. The role of Gattegno's model in Silent Way teaching

In interviews Silent Way teachers expressed on many occasions that they found Gattegno's underlying theoretical model helpful to make sense of their experiences in different areas of their lives (eg. Glenys, AC 1A, A, 265-282). All Silent Way teachers said that the model had significant influences on their professional and personal lives (eg, Roslyn, AC 8, A, 307-317;
Donna, AC 4A, A, 152-160). The understandings and insights the model offered were not static, however. All teachers mentioned that they kept on discovering new aspects of the model as time went by. Since the model offered teachers tools to observe themselves and to understand internal psychological processes through naming attributes of the self engaged in a particular activity, for example, the realisations that teachers could come to were never ending (eg. Roslyn, AC 8, A, 307-317). The Silent Way as a practical application of Gattegno's model in the area of foreign language learning is based on the principle that only awareness is educable in people. All Silent Way teachers considered Gattegno's model, the Silent Way and personal awareness to be in direct relation to each other. Donna explained how Gattegno's model contributed to an increase in self-awareness and how increased self-awareness contributed to an improvement in using the Silent Way:

The only way to use the Silent Way correctly is to become aware of the model and to become aware of the model I have to study myself as the first example of the model and becoming more aware of myself makes it easier, well, makes me more and more aware of my functioning and better able to choose what I want to do. So, it changes me every day (Donna, AC 2A, A, 152-160).

This quote shows that, in Donna's opinion, the Silent Way and Gattegno's underlying model were intricately linked. In fact, it seems virtually impossible to teach a language the Silent Way without being aware of Gattegno's model. The third variable in this relationship is the Silent Way teacher whose level of self-awareness determines the degree to which the principles underlying the Silent Way are understood and correctly applied in the classroom. As Donna pointed out above, it is not the theoretical understanding of the model that leads to the correct use of the Silent Way, it is the work that she (and the other teachers) needed to invest in studying themselves "as the first example of the model" that leads to self-awareness. One of the most important prerequisites for being an effective Silent Way teacher is therefore a high level of personal awareness, which may be enhanced through understanding Gattegno's model.
Despite the interrelatedness of the model and the Silent Way, teachers took care to distinguish between Gattegno's model which is an evolutionary model based on energy and the theory behind the Silent Way (eg. Roslyn, AC 8, A, 307-317). When the teachers spoke about the model they sometimes talked about techniques that were useful for personal development; however, when they spoke about the Silent Way they talked about an approach to language learning and teaching. Students were not aware of the model and therefore only commented on their experiences with the Silent Way (Glenys, AC 1A, A, 265-282). However, as some of their remarks will show in certain contexts, they were sometimes aware of bigger principles at work which went beyond a language teaching method and pointed towards the principles expressed in Gattegno's model.

As was shown in chapter three, Gattegno's model includes many different aspects, such as, for instance, the four stages of learning, the self, psyche, temporal hierarchies, self observation, tension and energy. All teachers were first attracted to some aspects more than to others and came to the model via different paths. They also used different parts of the model more often than others (Donna, AC 8A, A, 220-232). Some first met the Silent Way materials and then got interested in the model that gave rise to the materials (eg. Glenys, AC 1A, A, 283-301). Others heard Gattegno present seminars or heard of his theories and then got interested in the Silent Way. What came across several times was that Gattegno conceptualised for the teachers what they were already doing or attempting to do in their teaching (eg. Donna, AC 4A, A, 562-571). Some had clear ideas about what constituted good teaching but did not know how to translate their aims into teaching strategies. Glenys expressed it thus:

"It (the Silent Way) is something where you have to be in contact with yourself and with the students all the time. It's never the same. Each group is different, each student is different, and it is a way of being able to work on that level, of working on a human level but in a very precise way. Before I came to the Silent Way I always felt that people had to work for themselves, to discover it for themselves and the teacher's role is not to tell or do things for their students. That wasn't new to me but I did not know until I met the Silent Way how to do it. I knew what my
objective was but I didn't know how to attain it (Glenys, AC 1A, A, 091-115).

This teacher's comment echoed through the interviews again and again. While the teachers may have had the aim of letting students discover the language by themselves they did not have the conceptual framework and/or the materials that could help them achieve this aim. Coming across the Silent Way therefore gave Donna, for instance, the tools to "conceptualise her knowledge" (Donna, AC 2A, A, 562-571).

All teachers reported that the degree of understanding of Gattegno's model itself is, in their experience, connected to their own levels of personal development. This being the case they also commented that their initial understanding of Gattegno's model was very limited. Roslyn, for instance, stated that:

The questions that he (Gattegno) was asking were new questions and the answers, well I understood what I understood but I know now that I did not understand much about it at all (Roslyn, AC 8, A, 081-083).

As was pointed out above, Gattegno's model requires not only an intellectual understanding but needs to be applied to one's own life to be understood fully. This is what turns the Silent Way into a challenge for teachers. The Silent Way is based on the principle of subordinating teaching to learning. However, since there are no prescribed ways of teaching, teachers who want to use the Silent Way need to understand the underlying principles to be able to develop the next step in the lesson. Subordination of teaching to learning implies by its very name that the lesson cannot be planned by teachers as the teaching depends on the new discoveries and explorations the students make at any moment.

The aspect of exploration and discovery by students was seen as a positive part of Gattegno's model by one Silent Way teacher (Christian, AC 7, A, 364-372). Allowing the lesson to unfold in unpredictable ways requires of the teachers that they have their selves at the helm. Only when they have their selves at the helm can they react in a fresh way to each new situation. Gattegno's model therefore does not offer any ready made answers to
predictable problems; it offers teachers tools to be more aware and have their selves at the helm so they are in a state of mind that helps them to act appropriately in the teaching situation.

Silent Way teachers often referred to the model to explain their actions in the classroom (Roslyn, AC 8, A, 346-356). However, the model did not seem to offer explanations for all the problems teachers encountered. When teachers were asked, for instance, why some students are bad learners, they usually answered that bad students have their psyche at the helm. While this may be a suitable answer in terms of the model it does not offer detailed explanations as to why students may have their psyche at the helm. They sometimes mentioned that these bad learners must have been aware as babies because they learned their own language. One teacher suspected that bad students could have been turned off by their schooling (Roslyn, AC 14, A, 669-677). Gattegno's model does not offer psychodynamic explanations as to why students might not be able to become aware of themselves or why they have their psyche at the helm. It does not comment on the protective functions that lack of awareness can fulfil. One Silent Way teacher commented about this aspect of Gattegno's model in a personal letter. She explained that habits are know-hows which function automatically. Habits are blocked energy created by a self which can make mistakes when responding to the challenges of a difficult and unpredictable world. She wrote:

For me, one of the most liberating aspects of the model is that it has helped me realise that to change such habits, I do not have to attack them directly- this often means adding more energy to the problem- but to put my energy in other more useful ways of operating. As a teacher my role is to propose such productive ways of functioning to my students- though I don't always know how to do it so that the usefulness can be perceived by students. Even when I feel I am on the right track, two weeks is very short to change habits that may have been in place for 30 or 40 years (Glenys, personal letter, 22.6.96).

This explanation shows that the model can offer ways of dealing with psyche at the helm by withdrawing energy from the psychic obsession and directing it to more productive ways of functioning. Another teacher offered
an interpretation of the differences she perceived between Gattegno’s model and psychoanalysis (Roslyn, AC 14, B, 1043-1052). The difference lies, she explained, in the fact that during psychoanalysis one goes back to past experiences and deals with the underlying problem. Gattegno, however, held that, in order to solve a problem, one needs to become aware of an area that one has not been aware of up to then. Roslyn stated that by becoming aware of that area the change takes care of itself (Roslyn, AC 14, B, 1043-1052). While it may be the case that awareness by its very nature leads to change, this does not explain how awareness occurs all of a sudden in an area that was blocked to awareness previously.

Another issue of contention related to Gattegno’s model and arising from the data lay in the different opinions of students and teachers in regards to the amount of time spent on certain topics. Gattegno’s model postulates that the teacher has to always orientate herself to the weakest student. However, the students did not always agree with the length of time that was spent on certain topics (Students 1, AC 16, A, 341-348). Teachers kept the students "tight" to varying degrees. This meant that teachers had different personal time frames to stay on the same topic and to exhaust it before moving on to other topics. As with any other decision they made in the classroom, they had different internal checklists they went through to decide how long they needed to stay on a topic. However, the Silent Way teachers realised that this can be a problem because they all talked about the difficulty of deciding on how lenient they could be with students.

Based on the understanding of Gattegno’s model all teachers used the same teaching techniques although they differed in the frequency and preference for these techniques. All teachers often just waited, for instance, for students to supply the next answer or impulse (eg. Glenys, VC 7A, 00:07:38 to 00:07:55). They wanted to force students to take responsibility for their decisions to construct certain sentences or words. One teacher in particular often asked "correct ?" to make them reassess what they had been saying (Glenys, VC 7A, 00:04:54 to 00:05:27).

Gattegno’s model emphasises that the structure and pronunciation of English are always the most important thing the teachers work with. Some students never completely grasped that principle. They thought even after two weeks of instruction that the conversational content was more important
than the correct pronunciation, intonation and grammatical structure (Roslyn, AC 20, A, 386-398). In certain instances, teachers did not know immediately whether a mistake was based on wrong pronunciation and/or intonation on the one hand or vocabulary and/or structure on the other hand. In cases where teachers were unsure what type of mistake had been made, they used a process of elimination to get to the correct answer (eg. Glenys, VC 7A, 00:39:30 to 00:40:30).

To summarise, it can be noticed that Gattegno's model played a big role in the study teachers' personal and professional lives. It helped them to conceptualise their teaching objectives and provided a framework within which they could analyse their experiences. Although Gattegno's model can be appreciated on a purely intellectual level, the teachers considered its practical application as the only way that can lead to changes. Gattegno's model is not static and therefore cannot be understood by teachers once and for all. In fact, Silent Way teachers stated that one's own level of personal development and one's understanding of the model were in direct proportion to each other. This being the case the model was regarded by Silent Way teachers as something that does not lose in actuality and relevance.

The disjunction between students' and teachers' analyses of situations can be explained by the difference in their knowledge bases. Teachers, for instance, can tolerate silence and waiting time much better than students can because they have the understanding of the importance of silence as it is provided by Gattegno's model. The different perceptions between teachers and students will be taken up again in the discussion chapter. Here it suffices to state that the lack of theoretical understanding of the aims pursued by teachers may add to the sense of frustration the students sometimes displayed.

7.2. Four stages of learning

One major aspect of Gattegno's theoretical model is the concept of the four stages of learning (see chapter 3). The four stages of learning imply that students need to go through several stages in the learning process in order
to achieve mastery. From the initial awareness that there is a problem that needs to be explored the student needs to experiment with different ways of finding a solution to the problem. Once the problem has been solved or the skill has been developed to a certain degree, the student needs to spend time practising the skill and integrating the new learning into the self. When mastery has been achieved, the skill can be applied and transferred to other situations. The student who has integrated the new skill into the self to such an extent that it can then be used in other circumstances is not the same person anymore because his/her awareness has been expanded. The next unknown element or skill will be approached from a slightly different perspective. All Silent Way teachers stated that the model of the four stages of learning could be confirmed by their experience as teachers and as learners of other subjects (eg. Christian, AC 7, B, 681-710).

One teacher reported that the model of the four stages of learning serves as one of the internal checklists teachers can use to determine where the students are in their learning process and what needs to happen as the next step (Glenys, AC 3A, A, 1009-1017). However, not every Silent Way teacher used the model of the four stages of learning. Glenys suggested that the model of the four stages of learning was too global for her because between the initial awareness that there is a problem and the final mastery of the problem many small skills need to be practised (Glenys, AC 3A, A, 1020-1034). She said that even within one sentence students may be at different stages of the learning process which can make it hard for teachers to decide on the next move (Glenys, AC 3A, A, 1044-1063).

Teachers who used this model mentioned that the right pace is important in teaching to make sure students have time to integrate their learning so they can move from stage two to stage three (Christian, AC 1, A, 287-307). Good learners are the ones who spend as much time as necessary in each stage. One teacher mentioned that good students can be recognised by their willingness to apply the new awareness immediately and to test their limitations (Christian, AC 7, A, 141-149). Efficient learners experiment with what they have learned which may mean that they make deliberate mistakes to find out in which situations the learned material can be used. They "re-inject" the new awareness into the sentence to try it out (Roslyn, AC 14, B, 623-634). These strategies indicate that good students make full use of mistakes because mistakes show them where the limitations are in
applying the new skill. Students who challenge themselves by testing what variations of the skill can be performed are at the third stage of learning. One Silent Way teacher said that in the class she taught at the time of this study nobody would classify as a good learner according to the above-mentioned definition of a good learner (Roslyn, AC 14, B, 635-654).

As discussed in chapter three, Gattegno's model delineates the temporal hierarchies that are inherent in any learning and elaborates on the fact that learning cannot be forced. For each student and in each learning situation it takes as much time as that particular student needs to move from stage one of the learning process to stage four. There was an assumption by teachers that the learning the students were involved in at any particular moment would carry on even when the course was finished whereas the students felt that it was limited to the present moment only (Students 1, AC 16, A, 341-348). This assumption was based on the four stages of learning because teachers thought that once students had mastered a particular aspect, they would be able to transfer this learning to other situations and then start their new explorations from the new basis. This was the reason why teachers thought that giving students a good core of the language would help them to continue learning by themselves later on.

Teachers were aware that there is a dual process going on in teaching the Silent Way. They needed to establish new automatisms while at the same time challenging and remodelling old ones (Roslyn, AC 14, A, 360-373). The model of the four stages of learning helped the teachers to establish where a student was in her/his learning process and what they needed to do to help them move to the next stage. One teacher analysed the four stages of learning and their relationship to the need for subordination in detail. For her the relationship was a "pas-de-deux" (Roslyn, AC 14, A, 360-373). This "dance" between teacher and student implies that the student makes a trial and the teacher furnishes the feedback on this trial. The student's next trial is at the same time a feedback for the teacher, because the utterance the student produces shows the teacher whether her feedback was appropriate. The teacher's "step" is always a reaction to the student's "step". In this way the student and the teacher move through the four stages of learning together, which always results in a newly automatised awareness. The explored sentence has to end up being true and correct. When the sentence is correct the student finishes up with
criteria that help in future constructions of sentences (Roslyn, AC 14, A, 380-394).

The Silent Way teachers saw the four stages of learning as being based on awareness in every stage. They stated that the student can only know what the correct version is by having an awareness, the teacher can only know what the trial is by having an awareness (Roslyn, AC 14, B, 807-818). However, not all learning requires the four stages of learning because there might be an instant awareness that can be plugged into some previous learning process (Roslyn, AC 15, A, 184-197). Plugging into some previously learnt material is only beneficial, however, if this material is correct, still valid and does not require any modifications. In those cases where some aspect of the language has been automatised incorrectly, as is often the case with pronunciation, only awareness can help to draw the student's attention to the problem so they can bring the learned material back on level 2 and work on it from there (Roslyn, AC 15, A, 279-285). The movement between the different stages of learning and the dynamic between awareness and automaticity is therefore not a linear, one-directional one. Students need to move forward in some cases and backward in other cases to learn. The aim may be to make certain functions automatic and to enable students to move onto the fourth stage of learning. However, sometimes, learned material that has been automatised at stage four needs to be met with awareness again at stage two. One Silent Way teacher mentioned that the model can be transferred to many other life situations but while in language learning the aim is to make things automatic, in human relationships the aim is not to go onto the automatic stages of assuming the person knows the other one already completely (Roslyn, AC 15, A, 198-211).

In order to establish at which stage students were in their learning process, teachers sometimes put the produced sentence on their fingers which meant lifting or pointing towards one finger for each word. If the mistake occurred because students had not practised the required structure long enough they were able to find the mistake fairly quickly when teachers pointed out where the word was missing or incorrect. If, however, they were still at stage one of the learning process which meant that they had to yet encounter the new structure then indication of the mistake would not suffice. In such a case teachers may have pointed to the required word on the
sound or word chart (Roslyn, AC 15, A, 551-571). Finger correction was also one way for teachers to work out very quickly at which stages students were and what kind of feedback they needed to supply.

The students did not describe their learning process in the same way as the teachers did. Students agreed that they had a good core of the language but they felt they missed out on a wide variety of structures and vocabulary by spending too long on minute details (Students 1, AC 9, A, 341-348). They did not recognise the concept of transfer in their learning. In contrast to the teachers they did not feel confident that they could make the transfer at a later stage to unknown areas of the language. Their fears were partially confirmed by students of a previous course that took place a year before the present study. Those students were asked in questionnaires whether they considered the Silent Way to be an efficient teaching method and whether the course had an impact on their English or their attitude to the language. Out of nine students who returned the questionnaires, six answered that the course had no impact on their English, one student indicated that it did have an impact, two did not answer that question. One of the first six students was particularly negative in that he stated: "Il (ce cours) ne m'a servi à rien, il ne m'a permis de faire aucun progrès." Five students did not consider the Silent Way to be an efficient way of teaching a language, four were more positive in their answers by saying, for instance:

"Méthode efficace mais il faut pratiquer ensuite pour ne pas tout perdre"

and:

"Je ne fais plus de faute grammaticale depuis ce stage"

These course assessments by previous students were mixed despite the general positive attitudes towards the teachers and the atmosphere in the classroom. In connection to the four stages of learning these students did not have the impression that the Silent Way helped them to keep on improving their English after the course. However, according to Silent Way teachers, one needs to treat these assessments with caution. After a year without any practice in the language, students might feel that they had not made lasting progress from just a two week course (Glenys, personal letter, 22.6.96). Since the Silent Way is not based on memory but needs to be triggered, students might feel that they have not retained much but when they are put in the situation of having to speak English, they will be able to
trigger their learnings (personal conversation with Roslyn, diary entry, 17.12. 1994). The students' own assessment of their progress along the four stages of learning was indeed sometimes coloured by fears rather than based on reality. In one feedback session in the present study (diary entry, 9.12.94), Glenys asked students how they rated their progress so far. Students expressed fears like:

"J'ai peur de vite oublier"
"Je pense que j'aurais des problèmes"
"J'ai peur de mélanger un peu"

When she asked the student to focus back on the present situation by asking: "Est-ce que tu mélanges à ce moment?", he answered: "Non, pas vraiment."

Conversations like these at the end of a morning or afternoon session or at the conclusion of the week, helped students to see their learning progress in more realistic terms. Once the students managed to remove the fears from their self-assessments they ended up being more positive about their progress. In the feedback sessions they said things like:

"J'ai eu beaucoup de plaisir, je reprends de la confidence."
And:
"Au début d'un apprentissage on veut apprendre mais on ne sait pas comment. Après un temps, on arrive à apprendre avec moins d'énergie" (diary entry, 9.12. 1994).

These quotes illustrate that the students were aware of the qualitative difference in terms of the necessary investment of energy that is required at different stages of learning. Students realised that they needed a certain amount of time to move through the four stages of learning. "Il ya un passage qu'on doit passer pour l'apprentissage" (Feedback session, diary entry, 9.12. 94). If students were asked to transfer their awareness and to think of other possibilities, in other words, if teachers expected students to move to the fourth stage before the students were ready for it, then the students experienced negative tensions, as one teacher observed (Christian, AC 7, A, 192-201). The phenomenon of negative tensions that can arise when teachers or students themselves rush through the four
stages of learning will be further explored in the next section. It needs to be mentioned here, that the model of the four stages of learning can help teachers to locate students in their learning process. As can be seen in other examples there is always a fine line in the Silent Way between giving students constantly new challenges which put them at stage one and asking too much of them which places them at a stage that is too far ahead of their real capacity. Silent Way teachers seemed to be aware of and to play with that fine line. Since they had to get to know the students they usually forgave themselves for making mistakes in their assessment of how much they could demand from each student. Their aim was always to bring students closer to the potential they had within themselves at any particular moment.

In the minds of the Silent Way teachers, using the model of the four stages of learning implied offering exercises to practice the new learning as soon as level two had been mastered. Practice was seen by teachers as the only real way to create automatisms (Christian, AC 7, A, 310-322). Offering different situations with the rods to illustrate the same point from a different angle was seen as being based on the understanding of the four stages of learning (Glenys, AC 3A, B, 626-665). While all learning was thought to require the four stages of learning the scales were seen as different. One teacher remarked that learning something in a completely new domain could take months or years, while learning a new skill only a fraction different from something one already masters, could be achieved in only a micro second (Glenys, personal letter, 22.6.96). Students needed the practice to make the knowledge their own. Teachers sometimes consciously gave students a break so they could practise the newly learned material silently in their minds (Glenys, AC 3A, A, 704-722).

One group of students stated that the learning process was all based on memourisation and described the different senses they used to learn (Students 1, AC 16, A, 149-158). They realised that the teachers changed the situations with the rods so they could get more practice and at the same time move along in their language production (Students 1, AC 16, A, 479-485). This realisation is in line with the model of the four stages of learning. The students mentioned that they tried to correct themselves, and to test whether their own hypothesis was correct. For example:
On essaie de comparer nos réponses. Quand le professeur intervient c'est que la phrase est mal dite donc des fois on ne sait pas si c'est un problème de structure ou un problème de prononciation. Il y a un temps de réaction où chacun veut apporter son avis et ça peut être un avis par rapport à la structure ou, en fait, la structure était bonne, mais c'était un problème de prononciation. Chacun cherche où est la faute. Lui, sa propre réponse, qu'il a à l'intérieur, son voisin, qu'il a interrogé, donne sa formule et, chacun, à un moment donne, exprime son avis. C'est, en fait, aussi pour s'auto-corriger, pour voir, si son avis à soi est peut-être plus correcte (Students 2, AC 6A, A, 068-089).

The students thought that it was easier to tell the teacher the answer once they had experimented with it for themselves. This was made easier if the teacher left them some silent space in which they could experiment (Students 2, AC 6A, A, 093-100). The students said that there was first an individual effort to find the answer and then there was a group effort (Students 2, AC 6A, A, 127-137). They felt invited to compete against themselves, rather than against each other. They explained that there was a constant dynamic movement and valuing of effort (Students 2, AC 6A, A, 165-170). They liked the fact that the teacher did not tell them the right answer or indicated verbally that there was a mistake (Students 2, AC 6A, A, 183-190). Thus:

On a déjà une idée, mais on ne sait pas comment la placer. En voyant la couleur on sait le verbe. Par exemple, je veux dire "I am tired" et je fais une erreur et j'aurais dit "I tired". Elle me rajoute un petit cube au milieu donc je sais j'ai oublié quelque chose. Ça me fait deviner. Ce n'est pas marqué dessus. Je sais déjà que j'ai fait une erreur donc j'essaie de trouver que j'aurais pu faire comme erreur (S 10, Students 2, AC 6A, A, 387-396).

This student's quote illustrates that a little white rod was enough to show him that he had made a mistake. The technique of laying out sentences in which each word was represented by a rod made it easy for students to work out where a mistake had been made.
All the students said that they enjoyed the minimal correction that is so typical of the Silent Way. They did not want to be given translations because they forgot the meanings of the words too quickly, when they had not put in the effort themselves (Students 2, AC 6A, A, 351-356). They commented that having the sentence outlined in the form of a line of rods made it easier to find the mistake (Students 2, AC 6A, A, 387-396).

The students liked finger correction and the fact that through finger correction they ended up saying the correct structure without having had a language model. They said that material learned this way stayed much longer in their mind (Students 2, AC 6A, A, 192-203). The students realised that in the Silent Way they did not learn the grammar by being given grammar rules but in small steps by experimenting (Students 2, AC 6A, A, 192-203). They compared this to the purely intellectual ways of learning grammar and said that they forgot most of what they had learnt in all their years of studying English at school. The students linked their improvement to the physicality of the Silent Way, when, in reality, the physical action was just one way of making them less focussed on information-seeking. The students' observations confirmed Gattegno's claims that know-how based on skills remains with the learner whereas knowledge can be forgotten. The students also noted that new language skills became more easily automatic because their learning process often involved physical actions. It became a reflex for them to say certain tenses, for instance, when they made certain physical movements (Students 2, AC 6A, A, 278-282).

While physical reflexes that accompany utterances can be very beneficial for learning, there were some instances where the automatism was transferred to unsuitable situations. One student, for instance, transferred what she had seen for the plural endings to the "d" and "t" pronunciation of the past tense endings. The movement that indicated the same underlying principle triggered something in her but, in fact, she could not make the correct movement for the past tense endings because the sounds were different ones. That was the reason why she could talk about it but when she had to show it she was confused. The teacher was also surprised when the student could not put her theoretical understanding into appropriate actions because judging from her suggestions she expected her to be able to do it (Donna, VC 5A, 00:22:54 to 00:23:15). Her inability to show the correct sounds for the past tense endings was based on the transferral of
automatic reflexes from an appropriate situation to an inappropriate one. In other words, this student applied her previously learned material that she had obviously mastered and integrated to a different field of exploration in which she was at stage one of the process. She wrongly assumed that she was already at stage four in that area. This incident also illustrated how easy it can be for teachers and students to assume that a grammatical aspect has been mastered. Only when the student had to put her correct theoretical answer into practice did it become obvious that she had confused two similar concepts.

While the physical reflexes were established relatively quickly in students, the Silent Way also seemed to establish useful mental reflexes after a while. The students developed the reflex to ask themselves whether a structure was a statement or a question (Students 2, AC 6A, A, 283-290). They described how they formulated their answers internally and then, when they were more sure, they produced it aloud (Students 2, AC 6A, A, 311-313). This description of their internal steps reflected the four stages of learning again, because they explored first the unknown, then practiced it a bit in their minds and then produced it to get some feedback on their trial.

One student was particularly eloquent in describing the process of learning he went through. Seeing the rods that represented the sentence helped him to see the connection between the single elements of the sentence and the whole of it. But as a second step he synthesised the sentence without the help of this support. This meant making the effort of reciting the sentence in his mind or memorising it without relying on the visual elements. He thought that the students could stop reading the rods, but they had to put in the effort to say it without looking at the rods. He summarised this as:

Je veux dire que, en ce cas-là, de placer les petits éléments c'est effectivement un très bon moyen d'associer ce qui est la phrase dans son entité, son ensemble avec la différente place des mots, mais dans un deuxième temps il faut s'en séparer pour que l'esprit synthétise la phrase sans avoir l'aide de ce support, parce que, si, d'un seul coup, on cache tout, si on n'a pas fait d'effort de structurer toute la phrase, on est incapable d'y arriver- donc il y a deux temps qui sont nécessaires, il y a
effectivement de placer des éléments qui nous aident à bien structurer et éventuellement à bien rythmer la phrase avec les temps de pauses si les éléments sont séparés ou non, par contre, dans un deuxième temps il faut faire l'effort de réciter la phrase dans son esprit ou la mémoriser sans s'appuyer sur les éléments, sinon, ce n'est pas acquis. C'est ce que je pense (S 6, Students 2, AC 6A, A, 402-431).

This student showed a deep understanding of his own learning process. All the students realised that the aim was to get the sentence right and that this took the time it takes- it cannot be rushed (Students 2, AC 6A, A, 432-441). They may have got away from a sentence for a certain time but then they came back to it and no structure or sentence was ever left unfinished. Because they knew this they could let the teacher get side-tracked. They commented that between the initial awareness of the problem and the arrival at the proper result they had learned many things (Students 2, AC 6A, A, 432-448). They compared the stages of learning a language with the stages of learning to ski (Students 2, AC 6A, A, 727-733). They saw that they first had to assemble the pieces to be able to do the minimum, then they had to acquire other elements of techniques to be aligned to what needs to be done (Students 2, AC 6A, A, 734-739). This description of the subskills required in learning confirmed what Silent Way teachers tried to achieve in their teaching. One teacher in particular explained in detail how every learning could be broken up into many different subskills (Christian, AC 7, B, 655-677). He stated that teachers could teach better if they were aware of all the little steps that were involved in learning a skill (Christian, AC 7, B, 655-677).

The students said that the beginnings were very frustrating because it took a long time before results could be seen (Students 2, AC 6A, B, 734-739). However, when the results of their efforts became obvious, it gave the students much pleasure and further motivation (Students 2, AC 6A, B, 746-748). Then it became a matter of working out the best way to keep up all the learning and to make it perfect (Students 2, AC 6A, B, 749-752). Some students said that they already had the reflex to answer in English when they were asked something in a French dialogue. This automatic reflex showed them that English had become natural to them (Students 2, AC 6A, B, 786-799).
The students mentioned that they only went to the board if they were unsure of their answers or because they knew they needed some help (Students 2, AC 6A, B, 836-841). This strategy showed that the students used the model of the four stages of learning unconsciously. If they were at stage one they were willing to make several trials to get some feedback from the teacher. They also challenged themselves at stages two or three and used the opportunity to test variations. They realised, for instance, that they might have the perfect sentence in their heads but that this did not come out when they had to speak in front of the group (Students 2, AC 6A, B, 876-880). They knew they could not tell the difference between similar vowels in their heads, in order to realise the difference they had to actually produce the utterance aloud (Students 2, AC 6A, B, 883-885). In doing this, the students were at the stage of practice and being aware that there was a difference between thinking a sentence and expressing it they challenged themselves by producing it in front of the class. The students showed in this case that they might be at different stages in their learning process but they always used the classroom to challenge, test or perfect themselves, not to please the teacher by providing the right answer.

Only when the students were unsure did they take the initiative to test their language hypothesis (Glenys, VC 7A, 00:06:52 to 00:07:23). This happened more frequently towards the end of the course when they felt more courageous to take control and made moves to become more proactive (Glenys, VC 7A, 00:06:52 to 00:07:23). When they were at stage three of the learning process, teachers may have encouraged them to expand their new skills. Glenys, for instance, often asked for other possibilities of saying something to stretch them a bit further in their language production (Glenys, VC 7A, 00:14:39 to 00:15:11). The teachers created new situations to practise the same structures (Glenys, VC 7A, 00:20:41 to 00:21:16). This gave students space to practise without getting bored by repetition. While the students had thus more chances of integrating the new structure, they could at the same time stretch their limitations further by introducing new elements that had not been covered previously. The whole learning process through the four stages of learning was like a layering process. Students moved from the first stage of learning which was characterised by doubt and uncertainty to the fourth stage which was characterised by certainty and resolution of the doubts. Then they
moved onto new doubts which were in time also resolved. This cyclic movement which is reminiscent of Piaget's notion of equilibration seemed to be confirmed by the Silent Way students who took the initiative in the classroom to resolve their uncertainties (Students 2, AC 6A, B, 836-841). This was only possible, however, because Silent Way teachers actively discouraged students from trying to please them.

One teacher took time out to make it explicit to his students that they were not there to please the teacher by saying what was right. He stated that it should not matter to anyone whether a student got it right or wrong. That is why he actively discouraged the other students from helping the one who was working (Christian, AC 17, B, 906-919). He suggested that if students are given the right answers by either the teacher or other students they were being interrupted in their process of going through the four stages of learning. It meant that they could not test and practise their skills anymore because someone had already supplied the answer that should be the end-product of stage four. Interference of this kind therefore robbed the learner of the opportunity to experience fully the challenges of the four stages and to achieve mastery.

Teachers reported that they treated students differently according to the students' personalities. While they may have let one student's mistakes slip by, they picked up another student's mistake immediately (Christian, AC 17, B, 1006-1019). The motivation was always to help them learn as efficiently as possible. They may have said "again", "music", "pronunciation" to give them a chance to correct their sentences with as little interference as possible (Christian, VC 3, 00:42:24 to 00:43:04). This was based on the same principle as using the pointer to draw their attention on the colour rectangle (Glenys, VC 7A, 00:01:13 to 00:01:28). They preferred to use questions to create an inner climate of tension and attention to what was being done (Glenys, AC 7A, A, 123-145).

Christian commented that he was not satisfied with students learning some new vocabulary, he wanted it immediately integrated into the sentence structure (Christian, AC 17, A, 102-113). Teachers tried to make sure that the time between level 3 and 4 passed quickly so the learned material was incorporated immediately (Christian, AC 17, A, 102-113). Their intention was to establish reflexes as fast as they could (Christian, AC 17, A, 102-
113). Because previous learnings could interfere when the awareness was still fresh they made sure that the transfer happened immediately after it had taken place (Christian, AC 17, A, 304-320). Previous learning, teachers stated, interferes with new learnings and teachers aimed at establishing new tracks in the brain (Christian, AC 17, A, 304-320). The process required wiping out old structures and building new ones at the same time.

When students made the necessary corrections, teachers sometimes asked them to repeat a sentence just to make sure that they were aware of the corrections they had made (Christian, AC 17, A, 430-458). Sometimes they left students with their mistakes knowing that there would be other opportunities to come back to them (Christian, AC 17, B, 901-923). Quite often they let mistakes go by with the argument that they could be fixed at a later stage (Roslyn, VC 7, 00:02:58 to 00:03:34). They accepted the "mulling over", the digestion phase as a necessary part of the learning process (Roslyn, AC 19, A, 374-386). That is why they allowed the silence to happen. There were sometimes situations when the teachers were not sure whether a student was trying out something new or had not yet realised that an old structure had been dropped. They then just waited to see what was going to happen next before jumping to conclusions about the next step (Christian, AC 17, B, 991-1002). On one occasion, the teacher was aware that other students were not yet on the same level of learning as the student who worked in front of the class. The teacher reported that she already thought about what she could do to help the other students while she was helping the working student (Glenys, AC 7A, A, 512-539). Silent Way teachers often seemed to be operating on several levels of teaching at the same time.

Teachers let students work in silence as long as they seemed to be physically mobilised and mentally engaged in their tasks. They looked at their facial expressions, read their eye movements and body language to see if they needed to mobilise them (Glenys, AC 7A, A, 492-511).

The teachers confirmed the notion that asking for synonyms is a typical Silent Way activity because synonyms established a connection between what they knew and what they did not know (Glenys, AC 7A, A, 512-539). It started the new cycle because it connected the fourth stage of the previous one with the first stage of the next one by asking students to transfer their
knowledge to new areas. The teachers also stated that the cycle worked the opposite way as well if teachers needed to trigger something that had already been learned. The teachers said that the amount of time and energy spent on it should enable students to trigger the previous learning (Glenys, AC 7A, A, 540-562). If there was a possible choice of presenting something in connection with some previous learning so it could be reinforced and the new learning could be established on safer ground teachers would try to do so (Glenys, AC 7A, A, 573-592). They attempted to just trigger the previously learned material. In one instance a teacher did this by pointing to a blank spot on the white board where a word had been written the previous day (Glenys, AC 7A, A, 582-599). The students managed to trigger the word "awful" by just looking at the empty spot on the board.

The teachers seemed to be mainly concerned with developing a linguistic feel in the students. Donna once even used a hypothetical verb "league" to show that a transfer could be made (Donna, VC 5A, 00:15:58 to 00:16:29). Although she was not sure whether the verb existed or not she said that she had no doubt how the "ed" ending of the past tense would be pronounced if it did exist. In this way she showed students that they could transfer their previous knowledge to new situations once they had understood the principles. In this instance the teacher served as a living example of explorations and new trials.

The Silent Way teachers attempted to see whether the new knowledge was well established enough to be transferred to another situation (Donna, VC 5A, 00:16:45 to 00:17:26). If the students were at the mastery level they did not have to think about their structures. They could use them automatically. When they were hesitant the teacher knew that they were at most at level 3 (Donna, AC 8A, B, 671-693). The teachers expressed that mastery level meant that the awareness was well anchored and the new knowledge automatically available (Donna, AC 8A, B, 671-693).

Students slowly became more accustomed to the way learning took place in the Silent Way lessons. They were encouraged explicitly to try things out and to make linguistic experiments (Donna, VC 5A, 00:23:16 to 00:23:56). When the experiment showed that they were not advanced enough yet they had to go back to an earlier stage of the model. It seemed almost like a
game. Usually, the teachers did not have a judgment about failed experiments; they were sometimes just surprised (Donna, AC 8A, B, 888-897).

Moving students into physical action seemed to help to establish the new material. Sometimes teachers showed mouth movements and gestures to help students pronounce sounds better. When one student managed to distinguish between "year", "here", "hear" and "ear", the teacher turned it into a game to establish the transfer between stage three and four. She asked him to say the similar sounds aloud while another student had to point to the written versions he heard. Once he could pronounce the differences the game was turned around and he had to indicate what he had heard (Donna, VC 5A, 00:44:49 to 00:45:37). In general it could be observed that teachers were very quick in using the first occasion possible to move students into the transfer stage (Donna, VC 5A, 00:44:49 to 00:45:37).

The main aim of the teachers was to keep the students mobilised, which meant giving them challenges that were within their range of capacities. This implied that the teachers had to be aware of the particular stage of learning the student was at. As one teacher expressed, in the beginning the teacher might just want to "put a bee in their bonnets" (Roslyn, AC 19, A, 356-372). In other words, she showed them that there was a problem that could be solved in many different ways (Roslyn, AC 19, B, 673-694). Stage one could be compared to planting a seed. The seed could then grow in its own time. So if a student took charge and wanted to change something or try something out then this was encouraged because it was the product of an awareness (Roslyn, AC 19, A, 454-471).

If the students were not kept alert the teacher gave them another challenge to mobilise them again. Keeping them alert helped them to tackle with awareness the next stage but if the tension was too big the teachers let them relax a bit (Roslyn, AC 19, A, 261-283). This also served to check whether something had been understood or not once the initial effort was gone. If the work had not been successfully understood it needed to be done again. If they could shift their presence to something else and then bring up their previous learning again it meant that the learning was well anchored (Roslyn, AC 19, B, 855-872). When teachers gave answers or suggested solutions they commented that they could have done this more
elegantly in a Silent Way fashion. They were critical of themselves if they took the easy way out. The elegant way was seen as turning the students' questions into challenges (Roslyn, AC 19, b, 920-943).

Teachers were aware that in one sentence, students might be at a different stage of learning with each word and as soon as they directed the student's attention to one aspect of the sentence the rest of the sentence sometimes slipped (Roslyn, AC 20, A, 495-517). In such a case the teacher tried to stretch the student's presence a bit further to hold the sentence together. Further, when the teacher realised that the learning was at stage 2 she pointed, for instance, just a shade behind what the student was saying which was a strategy of support but not of supply (Roslyn, AC 20, A, 518-532). Sometimes teachers distracted a student's attention away from where they were stuck to see what their psyche held. Teachers could see whether students had installed their filters (Roslyn, AC 20, A, 542-562).

Normally the problem the student had required clear cut steps by the teacher but sometimes they had to make decisions which they sometimes based on the four stages of learning and on whether the problem was one of rhythm or intonation (Roslyn, AC 20, B, 750-762). A lot of times teachers accepted that only a certain amount of work could be done by a student. As long as the seed had been sown for the day they did not push them to "labour the point". If they felt that "today she can't, we will see tomorrow if she can" they chose to drop the issue. Again they had to make the decision as to when persistence was needed and when it was counter-productive (Roslyn, AC 21, A, 178-193). When they realised that a student had not yet mastered a certain area they just went back to the more appropriate level (Donna, AC 8A, B, 758-776). Donna reported that sometimes it freed the students to put their attention on something else, it could help them to produce sentences that they had trouble with before if they were too tense (Donna, AC 8A, B, 821-839).

A final aspect of the four stages of learning discussed by the teachers is the role sleep plays in the learning process. Silent Way teachers sometimes made the concept explicit to their students (eg. Christian, AC 7, A, 492-515). Teachers actively incorporated the idea of sleep into their teaching (Roslyn, AC 15, A, 290-309). They mentioned to their students that during sleep a lot of learning took place and that students could therefore take a relaxed
attitude if they did not grasp a concept immediately (Roslyn, AC 15, A, 320-337). Knowing that during sleep the old concepts get remodelled by the new ones helped teachers and sometimes students as well to let unresolved issues rest until the next day.

The four stages of learning seemed to be a useful tool for teachers to assess where students were in their process and to adapt their next teaching strategy to that level. Several things were reported by the teachers as having to be noticed by them at the same time. First, each student may be at a different stage in relation to one particular sentence or utterance. They may be at different stages even within this statement. Once they have mastered one aspect of the sentence, for instance, the intonation, their awareness may have slipped in regards to their grammatical correctness. In such a situation teachers needed to find out if they had to go back to stage one in that aspect or if it was established before and just needed to be triggered again. Second, the teaching strategies they decided on were proven adequate or inadequate by the next sentence the student produced as a reaction. Third, what characterised the movement through the four stages of learning was a flexible and cyclic movement in the learning as well as in the teaching process. This interaction between teachers and students may have added to the impression of slowness the researcher got when she observed the Silent Way lessons. Fourth, since learning was not based on building blocks of knowledge but on the four stages of learning there was an inherent respect for the different lengths of time each student needed to move through the stages. In other words, the four stages of learning and the ways in which teachers implemented them in their teaching respected the transcendental nature of learning. The next section of the chapter explores the role tensions played as part of students' experiences as they moved through the four stages of learning.

7.3. Tensions

The model of the four stages of learning implies that students experience tensions as they try to solve linguistic problems, discover new aspects of the language and move towards mastery in an area. At stage one students may become tense about a new phenomenon with which they are unfamiliar. At stage two they try out their tentative solutions to the linguistic
problems and may feel tensions about making mistakes. At stage three the initial tensions may not be as prevalent anymore but students may still feel tense about testing variations of the newly learned aspect. Once they have completely mastered the new structure the tension is resolved; however, at stage four students may apply their skill to a new area and start the cycle again.

Silent Way teaching is aimed towards the provocation of awarenesses. This can only be achieved if students and teachers are willing to hold the tensions that precede awarenesses. Tensions can be positive when they act as a motivating force to resolve problems, but they can turn into debilitating factors when they are experienced as negative. The fine line that exists between positive and negative tensions is again a phenomenon that the Silent Way teachers seemed to be aware of and play with. Christian, for instance, stated:

There is a need for a certain level of tension, of tending toward learning and resolving problems, and this, also, by resolving one's own problems and being conscious of the problems, leads to a level in the classroom of a sort of very healthy tension which is a bit like the high tension of play also. And in this way the big catchword of Silent Way is true: subordinating teaching to learning (Christian, AC 1, A, 130-148).

As Christian pointed out in the above quote, tension in the Silent Way does not have to be of a negative nature. Teachers can identify physical and psychological signs that indicate tensions. Teachers stated that having an awareness requires a change of one's viewpoint which implies that tension is directed away from familiar directions to new, unfamiliar ones (Glenys, AC 3A, B, 724-738). Physical tension in students is released as a consequence of the awareness (Glenys, AC 3A, B, 739-759; Donna, AC 4A, A, 432-439). Donna reported that the person who has the question usually attributes more tension to finding the answer than the other students do because they have more energy invested in the question (Donna, AC 4A, A, 468-481). Tensions can arise from not having an answer but also from fearing to appear stupid in front of the other students. Taking the social part out of the tension which expresses itself as an obsession about the judgments of other people helps to turn a negative tension again into a
positive one and to focus it in healthy directions. Dealing with mistakes in a matter-of-fact fashion helps students to concentrate on their tasks again.

Students mentioned that there were sometimes too many silences and with them tensions that they found uncomfortable (Students 1, AC 16, A, 411-429). If the teachers waited for an answer and no-one provided it then the students waited for the other students to take action so that their own tension was released (Students 1, AC 16, A, 411-429). They commented that they found the silences sometimes too heavy and that they developed a "rod phobia" by the second week (Students 1, AC 16, A, 430-450). They had feelings of anxious tensions when the teacher opened the box of rods and sometimes they did not want to continue with the same topic as long as the teachers did. On some occasions, they felt that the topic was exhausted but that they had to keep on working on it. They also thought that it was sometimes plain boring to talk about the rods alone (Students 1, AC 16, A, 440-450). The first group of students seemed in general more frustrated about the course as such than the second group. The second group also experienced frustration but this was related more to the steps in their own learning process than the course. Their tensions were of a healthy nature because they had a motivating effect on their learning. One student expressed it thus and the others of his group agreed:

 Ça, c'est excitant, on a envie d'apprendre, de savoir comment dire ça... et on est frustré (Students 2, AC 6A, A, 481-484).

What helped the students keep the anxiety at bay and the interest up was the fact that they knew that they only had two weeks in which to learn. The time limit encouraged them to persist (Students 2, AC 6A, A, 494-497). They felt at times that they put in much effort but gained very little (Students 2, AC 6A, B, 740-743). They did mention several times, however, that it was a type of effort they actually enjoyed.

In Gattegno's model, tensions are always characteristic of the space between the familiar and the unfamiliar. Increasing tension in students is seen as beneficial to bring them closer to the edge between the known and the unknown. All the Silent Way teachers moved consciously into the students' physical space, for instance, to create more tension, to bring them more into their presences. By moving closer teachers put them into a state
of tension but also showed they were available to help (Christian, AC 17, A, 159-171). One teacher stated that he was aware that one step closer to other students raised their attention to what they were doing (Christian, AC 17, A, 159-171). The observations this teacher made showed that up to a certain point for him "tension" and "attention" were correlated. This was also the reason why he insisted on students not interrupting another student's attention even if their reasons were laudable. When students took another one's tension away by providing the answers, Christian told them that he did not like the "welfare worker attitude" because it robbed the others of the opportunity to release the tension within themselves (Christian, AC 17, B, 910-932). If students provided answers it undermined the aim of the Silent Way teachers to create tensions so students could attribute more presence to their answers and thereby benefit more from their learning. Christian commented thus:

I said to them: "Look after your own problems to be solved and do it by making sentences, but don't try to solve the other person's problem for him by teaching them. I am supposed to be the teacher and I am not doing that so I invite you not to do what I am avoiding by explaining to the other person. It goes in one ear and out the other (Christian, AC 1, A, 324-330).

Glenys also commented that if she felt that the tension became negative she consciously moved around so the students assumed that she was going to give them the answer. They then felt less tense, they let go inside and sometimes this was enough for them to find the answer. This type of action appeals to the attribute of the self that Gattegno calls "surrender" (Glenys, AC 7A, A, 281-298). Glenys commented that students should not feel abandoned at any stage. She said that they need to find the answer themselves but they need to know that teachers are there to help in the process (Glenys, AC 7A, A, 558-576).

The increase and release in tension in students could be observed in their physical postures especially when they were working at the charts. One student, for instance, changed his physical posture when he realised that "ed" requires a two sound production. The tension was released that he needed before to stay with the problem. Teachers were very aware and
observant of these physical signs of release in tension (Donna, AC 8A, B, 645-662).

At stage one of the learning process teachers observed that they may just want to sow a seed that can then be drifting through the students' minds (Roslyn, AC 19, A, 356-371). If they find resistances to certain learnings then they have a series of steps to tackle these resistances (Roslyn, AC 19, B, 653-667). In the research, if students made a mistake that they remained unaware of, teachers tried to create a tension in them so they became aware that they were at a stage of learning that was not as high as they assumed. Roslyn, for instance, asked about the pronunciation in English when students produced an English statement with a French pronunciation. She did this to create a tension, a jolt, a type of shock that hopefully produced an awareness that was bigger than the realisation that a mistake had been made (Roslyn, AC 20, A, 296-307). She was aware that each student could tolerate varying degrees of tension. She would only push them as far as she thought were their limits. It depended on her interpretation of the students' limits and her own risk taking (Roslyn, AC 20, B, 779-792).

The phenomenon of tension as recognised by the Silent Way teachers showed again that there is a fine line between productive tension which leads to alertness in students and counterproductive tension which results in anxiety. All the Silent Way teachers agreed to the existence of this fine line (eg. Christian, AC 7, B, 1431-1434). Tensions were seen as not in themselves positive or negative. Their interpretation depended to a large extent on the personal level of tolerance of each individual student. Teachers also seemed to have different levels of tolerance in holding the tense atmosphere in the room before they intervened.

7.4. Conclusion

The data presented in this chapter gives an indication of the ways in which Silent Way teachers made sense of and used Gattegno's model, the four stages of learning and how they understood and worked with tensions. The
three aspects were presented from the teachers' and the students' points of view.

For the Silent Way teachers, Gattegno's model offered the conceptual framework for understanding their experiences inside and outside the classroom. They reported that their level of understanding of the model changes with time and depends on their personal development. For this reason the model did not lose its relevance; on the contrary, as teachers could relate their own experiences to the model and the model helped to make sense of their experiences, its relevance increased and their level of understanding of it deepened. The movement between the theoretical concepts expressed in the model and the practical experiences of the Silent Way teachers is thus of a cyclic nature. The model is never static or rigid but keeps on developing as time goes on. Gattegno had the intention to create a dynamic model that "is a function of time and 'time' does not only mean the past up to the present; we must learn to formalise the future as we have managed to integrate the past" (Gattegno, 1975d: 5). The statements of the Silent Way teachers seemed to confirm that his model provides a framework in which future experiences could be conceptualised.

The four stages of learning form one part of Gattegno's model. They seemed to be a useful tool for the Silent Way teachers to determine where students were in their learning process and what teachers could do next to help students move on to the next stage of learning. The four stages of learning are perceived as dynamic categories. Within one sentence a student could be at different stages in regards to different aspects. They might have mastered the pronunciation of one word, but found themselves at level two in regards to the structure of the sentence. The four stages of learning helped the Silent Way teachers to decide whether a certain aspect needed to be practised more or whether the learned item could be applied to new situations. It was the students' next sentence that gave teachers information about the correctness of their assessment.

The descriptions offered by the students about the processes they went through while they were learning confirmed the validity of the four stages of learning. Without having the theoretical framework the students described from their own practical experiences that learning takes place in a certain order that entails a movement from initial clumsy attempts to final skilful
mastery. However, despite the linear nature of the four stages of learning it needs to be noted that within this linear movement going back to a previous level of learning may be necessary before the next stage is permanently attained. For each individual student and each particular aspect of the language, learning takes different lengths of time. Some aspects may take for a particular student many months before mastery is achieved, whereas for another student the movement through the four stages of learning may take a split second.

For both the teachers and the students, the four stages of learning thus show the same characteristic as the larger model proposed by Gattegno. There is nothing fixed or prescribed about the concept. Teachers need to make moment-to-moment decisions in the classroom which are assisted by the concepts Gattegno's framework offers but are ultimately based on them having their selves at the helm.

The dynamic aspect of Gattegno's model is also observable in the statements by teachers and students related to the case of tensions which can be productive one second and can become counterproductive the next. Productive tensions were shown to lead to an alertness in students which made learning possible, while counterproductive tensions were associated with anxiety that hindered learning.

The data related to the three aspects presented in this chapter show that Gattegno offered Silent Way teachers conceptual frameworks that depend in their application on the teachers having their selves at the helm. There are no strict rules in Gattegno's model as to when and how certain principles need to be applied. In order to decide on the next teaching strategy, teachers need to be as aware as possible. The next chapter will explore which role the self and awareness play in the teaching and learning processes of the Silent Way.
CHAPTER EIGHT

THE ROLE OF AWARENESS AND THE SELF IN THE TEACHING
AND LEARNING PROCESSES OF THE SILENT WAY

8.0. Introduction

This chapter reports data that relate mainly to the two central concepts of Gattegno's model: the self and awareness. The ways in which teachers made sense of these concepts, which roles they played in their teaching and the students' reactions to an approach to teaching that rests mainly on these concepts will be explored. The chapter will thus present the role of awareness and the self from the perspective of the teachers and the students.

8.1. Awareness

Awareness, as pointed out in chapter three, was one of the central ideas of Gattegno. He based his learning theories on the catchphrase that only awareness is educable in people. This concept was not automatically understood by Silent Way teachers. They reported that they had to go through their own personal development to make sense of it in ever more refined ways. Gattegno's statement that only awareness is educable in people was linked by the Silent Way teachers to a deepening process that is dependent on one's own level of understanding (Roslyn, AC 14, A, 272-292). One teacher made the following comment:

Being aware of what a "prise de conscience" is, isn't something that you understand once and for all- it's also something that evolves. My understanding of what a "prise de conscience" is isn't the same as it was a year ago (Glenys, 1A, A, 435-456).

This statement reflects the tendencies that became obvious in the last chapter. The different aspects of Gattegno's model were not understood by Silent Way teachers once and for all. For the teachers, time and experience
contributed to a deeper understanding of Gattegno's key aspects. The next section delineates what teachers had to say about awareness. The students' reactions to teaching that was based on awareness will be explored in the following section.

8.1.1. Silent Way teachers and awareness

Awareness was seen by one Silent Way teacher as a "moment to moment seizing of the content of one's mind" (Roslyn, AC 14, B, 807-818). All the Silent Way teachers spoke quite often about the link that exists between awareness, presence and self at the helm (e.g. Roslyn, AC 14, A, 357-373). They also talked about the difference between knowledge and awareness (Roslyn, AC 14, A, 531-535). Consciousness and its relationship to know-how was mentioned. Teachers reported that there are "ways of being" that relate to their work with the Silent Way (Christian, AC 7, A, 373-376). Going inside oneself to become aware of one's thoughts and emotions was seen as a way to create awarenesses (Christian, AC 7, A, 392-405).

For teachers it was very important to work on students' awarenesses all the time (Glenys, AC 3A, A, 121-127). They thought that students become aware of more than just their English. Teachers said that students often became more aware of their bodies and their emotional and physical blockages as a consequence of participating in a Silent Way course (Glenys, AC 3A, A, 184-206). As Silent Way teachers they were constantly trying to increase their own awareness as people and often had a checklist of questions they asked themselves to keep their self at the helm (Glenys, AC 3A, A, 506-516). They reported that they may use the attributes of the self, their energy levels or own bodily sensations to check at what point they or their students no longer had their self at the helm (Glenys, AC 3A, A, 517-530).

Teachers tried to be watchful of their own emotional states and to keep detached attitudes towards them (Glenys, AC 3A, A, 569-574). The connection between tension and awareness was mentioned several times. Glenys explained that in order to have an awareness one needs to change one's viewpoint (Glenys, AC 3A, B, 739-759). This also means to let go of one's attention and with it physical tension. Teachers explained that one
cannot come to a new understanding of a problem if one holds onto the old, established patterns of viewing this problem. One can only arrive at a new viewpoint once one relaxes tension. The teachers explained, that if students want to learn completely new things that they have not considered before or that contradicts everything they have learned previously, they need to withdraw energy in the form of tension from this previous viewpoint and move it into a new direction (Glenys, AC 3A, B, 724-738).

One teacher argued that awarenesses increase as one grows older and they differ not just in intensity but also in quality (Glenys, AC 3A, B, 817-844). Becoming aware of one's awareness was seen as what was needed to make the jump to the next personal evolutionary level (Glenys, AC 3A, B, 878-890). Awareness became for Silent Way teachers the field of study and exploration (Glenys, AC 3A, B, 986-1004). Glenys, for instance, said that there was no end to what one could learn if awareness is the focus of one's explorations. Another teacher commented on the changing meaning of awareness for her:

For many years I could not give any sense to awareness of awareness of awareness and now I know what that means, I can give it a meaning which is an extremely living meaning for me even though I can be aware of the fact that perhaps in three or four or ten years time, I will be able to give it a different meaning. Things like that, for example, have certainly made a big change in the way I live my life (Roslyn, AC 8, A, 219-226).

One teacher said that to be a good Silent Way teacher one had to be conscious of one's own personal evolution and constantly observe oneself, to have a caring attitude and be interested in people and their growth (Christian, AC 7, A, 123-155). He equated human development and personal evolution with becoming more and more aware (Christian, AC 7, A, 211-225). Christian considered his task as a Silent Way teacher to lie in making his students aware of new work habits (Christian, AC 7, A, 589-599). All teachers mentioned that awareness plays the major role in their teaching. They were working towards awareness, attempted in different ways to force awarenesses and used their own awareness to achieve their aims (Christian, AC 12, A, 128-140). Christian explained it thus:
When Gattegno says that the only thing that is educable in man is consciousness then I am very aware of that level within my teaching. It is possible that colleagues are doing all the right things, and the climate which I have been speaking about is there and they may never really have articulated what is happening in the way that I am consciously aware of. And they could be better teachers than me with all my perception or whatever (Christian, 1A, A, 360-372).

This quote suggests that at least one teacher felt that one does not need to be trained as a Silent Way teacher in order to teach according to Silent Way principles. By the same token not every Silent Way teacher may be aiming for awareness in their teaching. As long as awareness is the main aim in teaching, Gattegno’s requirements for successful teaching are fulfilled.

In students, it was reported by teachers that awareness shows as an experience of "feeling the penny drop" or just in general of a release of tension (Christian, AC 12, A, 141-149). The students may experiment with a new structure which indicates to the teacher that they have had a new awareness (Christian, AC 12, A, 151-163). They may also test their new awareness by making deliberate mistakes (Christian, AC 12, A, 151-163). One reported strategy to provoke an awareness is to create some tension in the students, for instance, by asking questions. Silent Way teachers work on the assumption that having a question or a problem motivates the student to find an answer because, as was shown in the previous chapter, having a question creates a tension that has a motivating effect (Christian, AC 12, A, 167-179). Teachers should insist on letting each student come to the awareness by themselves, and to not have a "social worker attitude" (Christian, AC 12, A, 180-183). This means stopping the students from giving each other translations and encouraging them to treat each other as capable of finding their own solutions (Christian, AC 12, A, 180-183).

Silent Way teachers emphasised the importance of applying an awareness in a concrete context and reported that they often ask students to do something so that their awareness gets "incarnated" and not lost again (eg. Christian, AC 12, A, 205-223). One teacher gave the analogy of the deepening process in meditation. He likened the process of becoming progressively more aware of English verb tenses to a meditation technique.
which shows that every day one puts a piece of cloth into red dye and progressively it becomes impregnated with the colour (Christian, AC 12, A, 226-234). To become aware students need to go inside themselves and to check their own functioning in the language for instance. Awareness is linked to the senses for this teacher (Christian, AC 12, A, 247-264).

Awarenesses can take place more easily if the students are aware of their experiences in the here and now. Presence in the body was sometimes actively encouraged and trained by Silent Way teachers. One teacher reported to sometimes use Yoga Nidra techniques to get his students to feel more present in the body. He said that it helps students to be more relaxed and to focus their attention (Christian, AC 12, A, 273-283).

Silent Way teachers also pointed out that students have to put their awareness in their lips if they want to speak the language with accurate pronunciation (Christian, AC 12, A, 284-289). When students move too much into their heads and take a mental approach to the language then they may experience more tensions and do not trust that the awareness would come to them in different ways (Christian, AC 12, A, 488-494). In such cases Silent Way teachers may encourage students to move into physical action.

Teachers mentioned many obstacles to awareness such as tensions created by over-perfectionism, stubbornness, social concerns, inflexibility of spirit. One teacher explained that when people suffer and dampen their senses as a consequence of the attempt to protect themselves, then this can lead to a blocking of awarenesses of all sorts. They then need to be made aware that they are sabotaging their own chances (Christian, AC 12, A, 516-521).

Being aware of the problem was seen as the first prerequisite to becoming aware of what the solution might be (Roslyn, AC 14, A, 447-459). A number of strategies were suggested as solutions. For example, it was reported that teachers often play that role for students by pointing out what the problem was. Teachers act as quality control and make sure that all the necessary awarenesses are taking place (Roslyn, AC 14, A, 462-471). Roslyn said that students have to look after the content of the sentence they are producing and teachers make sure that this content ended up being of high quality.
Teachers saw as a main prerequisite for constructive work that students are aware of what they are saying and what they are doing (Roslyn, AC 14, A, 484-492). Silent Way exercises are thus geared to draw students' attention to what they said.

Concrete examples, Silent Way teachers suggested, serve to provoke and prove awarenesses. In a way there is a translation process at work in the learning process. The teacher translates the awareness that needs to be produced into a concrete example and the students do the same because metacognitive language is not used to express the awareness verbally (Roslyn, AC 14, B, 807-818). Students translate awarenesses into trials. While this may be a more time consuming activity it ensures that the structures get practiced and fixed in the students' minds without the teachers verbalising rules (Roslyn, AC 14, B, 819-826).

Roslyn explained that one kind of awareness is "the coming together of one thing and another" which together produce the "AH" experience (Roslyn, AC 14, B, 827-839). Another kind of awareness mentioned is the different focalisations which are connected to just directing one's attention to different parts of oneself (Roslyn, AC 14, B, 840-963). This would be the awareness that takes place in Yoga. It was reported that both processes can be outer and inner directed. According to Roslyn, awarenesses thus differ in type and size (Roslyn, AC 14, B, 864-868). She reported that big awarenesses come when one has carried a question for a long time without any answer (Roslyn, AC 14, B, 869-875). The size of the awareness was seen to be related to the preceding tension which again is related to the intensity with which the question was asked (Roslyn, AC 14, B, 878-887). Recognition happens when there is a second time of having an awareness (Roslyn, AC 14, B, 986-999). Although it cannot be the same awareness because personal development has changed the person in the interval between the first and the second time of having the awareness, one can forget and then recognise an awareness again. Roslyn explained that students cannot have the same awareness twice but another awareness in the same field (Roslyn, AC 14, B, 1004-1013). If someone has not had sufficient mastery in an awareness then they may not anchor it but they may recognise that they have come across it before (Roslyn, AC 14, B, 1014-1016). For an awareness to become part of one's know-how, it was reported
by this teacher, one has to go through a whole series of steps such as
delineated in the model of the four stages of learning.

For the Silent Way teachers, losing awareness was related to the
dominance of the psyche. This was expressed by Roslyn who suggested
that this was the reason why some people are more aware than others. She
suggested that people can choose not to become aware of things. And they
can also learn to become more aware again (Roslyn, AC 14, B, 1041-1042).
Becoming aware of an issue or area of which one had not been aware of
before was seen as sufficient to introduce change (Roslyn, AC 14, B, 1043-
1052). Looking at blocked areas might be useful but too painful and
therefore people were seen as choosing to stay unaware (Roslyn, AC 14, B,
1057-1066).

Further she stated that some awarenesses need to be practised, while
some others might anchor immediately because they plug into some
previous well established learning (Roslyn, AC 15, A, 184-197). Establishing new awarenesses and adjusting or eliminating old ones is a
simultaneous process (Roslyn, AC 15, A, 290-309). In a way her
explanation corresponded to the definition of evolution because life
requires the constant establishment of new awarenesses, a remoulding of
what one considers to be static and fixed. Roslyn stated that if people keep
on repeating mistakes in whatever area then this is an indication of a lack of
awareness (Roslyn, AC 15, A, 381-390).

The Silent Way teachers reported that they have to be interested in the topic
of awareness and self-observation in order to do their job (Donna, AC 4A, A,
117-129). All teachers said that awareness played an important role in their
class all the time (Donna, AC 4A, A, 390-395). This requires having the self
at the helm (Donna, AC 4A, A, 163-182). Learning means becoming aware
of something. Becoming aware of anything has the potential of making the
learner aware of more than just the topic, namely of making students aware
of themselves. All Silent Way teachers spoke about students who felt very
changed after a Silent Way course (eg. Donna, AC 4A, A, 259-276). According to Silent Way teachers' observations, awarenesses can have
varying degrees of impact on students. They related awareness to
presence, because the quality of one's presence determines the quality of
one's awareness (Donna, AC 4A, A, 458-463).
In order to create awarenesses teachers reported that they must decide how far they moved into the students' body space. Putting students into a state of tension makes them more attentive and could potentially help to provoke the awareness (Christian, VC 3, 00:02:46 to 00:03:02). To provoke the awareness the teachers used facial expressions and gestures to point out where the problem was (Christian, VC 3, 00:03:38 to 00:03:54). They only pointed this out after the students had finished their sentences and kept corrections to a minimum to make sure that awarenesses could take place and that they did not pass on knowledge (Christian, VC 3, 00:05:44 to 00:06:01). They explained this strategy by saying that this gave ease in constructing sentences. Christian's principle, the same as the other teachers', was to let the students say what they wanted to say and then to correct them because they may have even made their own corrections once they got to the end of the sentence (Christian, AC 17, A, 281-297).

The Silent Way teachers corrected by giving as little information about the mistake as possible. They stated that they always start with minimal correction and just indicate that there is something wrong. Most of the time this is enough to create the necessary awareness (Glenys, AC 7A, B, 620-635). Glenys frequently asked whether something was correct or not and whether the students were sure of their production. In a span of, for instance, one minute and 21 seconds she asked three times "correct?" when students pointed something on the charts (Glenys, VC 7A, 00:04:54 to 00:06:15). This way she increased the tension and the possibility for awareness. Glenys reported that to make the students aware that there was a problem she may hold up her hand for finger correction and just say that there is a problem but not even show where the problem was (Glenys, VC 7A, 00:31:35 to 00:31:53). The teachers stated that they validate the students' contribution by going further into it (Donna, AC 8A, A, 328-342). If someone makes a mistake they may ask them to put the structure on their fingers or show the wrong sentence on the charts. But then they point out where it does not work and give the students the chance to work it out themselves. Sometimes, they report, they create the awareness that a mistake was made by telling students that their second sentence was not the same as the first one or another students' sentence.
The Silent Way teachers set up situations so that the students could become aware of the problem without the grammatical rule being verbally expressed (Christian, VC 3, 00:36:53 to 00:37:26). Another way of making students aware of what they needed to do was to work on their bodies. On a few occasions, for instance, they mirrored the student's energy by imitating a certain physical posture that expressed this energy. By doing this the teachers made students aware of the energy patterns that interfered with their learning (Christian, AC 18, A, 013-028). In this way, they showed students, for example, to stand up straight so they showed "more spine" and expressed their sentences with more courage and conviction. Changing physical postures in this way led then to more appropriate pronunciation patterns.

Usually, it was reported, teachers tackle one problem after another and come back to the same sentence again and again, but when too many things at once need correction they sometimes give the answer for one part to concentrate on the more important issue (Donna, AC 8A, A, 113-128). They all reported that getting students to do something makes awareness take place faster (experiential learning) (Donna, AC 8A, A, 150-169). They said that students are in control of the lesson. However, while students can control the content of their statements, the teachers are in control of the time spent on correcting the structures of the statements. The Silent Way teachers reported that while the students control the content as much as they want to, the teacher controls the time spent on the correction and the degree of correction sought. This takes time and students do not always agree with the amount of time spent on corrections.

The teachers judged themselves harshly if they gave students knowledge instead of provoking awarenesses (Donna, AC 8A, B, 953-983). All the Silent Way teachers stressed the importance of recognising the difference between awareness and knowledge and aimed in their lessons towards the provocation of awareness. One teacher commented:

I very often describe knowledge as coming by a top down process and then you remember or you don't and awareness is a very basic process which produces knowledge once you become aware of what the content of your awareness is. It
works from the bottom up to produce knowledge (Roslyn, AC 8, A, 552-559).

This distinction helped teachers to decide on their next teaching strategies and to judge themselves on their work. The teachers reported that they do not consider that they might be able to give them some information as a basis. With the same motivation they often do not indicate whether a student's contribution is correct. They often let it remain as a question so the students have the opportunity to mull over it (Roslyn, AC 19, A, 374-382). Their aim is to provide them with challenges that are manageable but not overwhelming (Roslyn, AC 19, A, 516-528). By going over certain structures again the teacher may make the students aware indirectly that something is not quite consistent yet. They do not say this directly except under very rare circumstances (Roslyn, VC 7, 00:15:41 to 00:16:57). In a few cases the teachers verbalised the awarenesses that had taken place to satisfy the students' need for completion (Roslyn, AC 19, A, 1004-1025).

If there was time pressure on students, the Silent Way teachers stated, awarenesses could not arise. However, sometimes the Silent Way teachers changed the design of the situation to create the awareness (Roslyn, VC 7, 00:29:08 to 00:30:25). The teachers commented that just about every move was designed to create an awareness. Roslyn reported that she was fully conscious of what awarenesses needed to be produced (Roslyn, AC 20, A, 197-217). She said that she not only knows ways of producing every awareness that needs to be produced, but also knows which awareness can be produced with the Silent Way material (Roslyn, AC 20, A, 197-217).

8.1.2. Silent Way students and awareness

The students mentioned that they were actively involved in the work of the other students (Students 1, AC 16, A, 066-083). They were not day-dreaming even though they may have seemed to retreat into themselves. They mentioned that they were reflecting and formulating the sentences in their heads (Students 1, AC 16, A, 066-083). They reported that when they watched the video-taped lesson they were surprised to hear how good their pronunciation was (Students 1, AC 16, A, 168-177). They reported that they did not realise that their English was "that good" (Students 1, AC 16, A, 168-
This showed that while they may have been aware of the sentences they were producing they were not aware of the high quality of their performances.

The students reported that they liked the fact that they were not given the correct answers. Instead, they were shown the place where the mistake was so they could come to the awareness themselves (Students 1, AC 16, A, 207-218). Finding the right rhythm and the right intonation was easier for some students and harder for others (Students 1, AC 16, A, 235-243). The students commented in interviews that they were attentive all the time. This could be confirmed by their physical postures shown on videos. They said that they had to get used to this way of learning a language (Students 1, AC 16, A, 268-283). Thus, students had to learn what was expected of them in a Silent Way class. In this respect students had to go through the four stages of learning in regards to the ways in which Silent Way lessons function. This meant at first using a relatively large amount of energy to then using a relatively small amount to achieve the same end. This was the reason why the students found it easier after a couple of days to learn English the Silent Way (Students 1, AC 16, A, 268-283).

The students mentioned that they had become aware of major general pronunciation differences between English and French without them ever having been verbalised (Students 1, AC 16, A, 371-375). They listed all the intellectual questions they asked themselves to find out where a potential mistake could be (Students 2, AC 6A, A, 283-290). The students reported that they approached the task of finding a mistake in a very systematic cognitive fashion, sometimes by process of elimination. They asked themselves, for instance, whether a particular statement was a question, or whether the missing word was a verb or an adjective. In this way they drew on their previous learnings and tried to use them in their present learning process (Students 2, AC 6A, A, 283-290). They were happy that they did not get the direct translation because they knew from experience that they forgot very quickly what had been translated for them. One student echoed the opinion of all students by saying:

Si on nous donne directement la traduction, on oublie très vite parce qu'on ne fait pas d'efforts. Je vois bien chez moi, des fois je traduis avec un dictionnaire et je peux recommencer le

Sometimes students did not realise that they had corrected themselves and the teachers asked them to say it again to make sure the awareness had taken place (Christian, AC 17, A, 482-498). The teachers reported that their aim is to point out to the students what they are doing, to make them fully conscious, then to indicate the minimum and to thereby increase their attention (Christian, AC 17, B, 854-868). Students realised after a few days that they could help each other more by doing exactly what the teacher did if there was a mistake. They set up situations with the rods or indicated the mistake on the charts without providing the answer. In this way they all became teachers for each other (Christian, AC 17, B, 910-928).

8.1.3. Summary

Awareness was thus reported as the central aim of the Silent Way teachers in their lessons. Becoming aware of how the language functions, how students function as people and as producers of language was seen as one of the major requirements for learning the language. All the Silent Way teachers' strategies were aimed towards not passing on knowledge but producing awarenesses in students. To do this they kept to minimal indications of where mistakes had been made and did not correct students by being the language models. The students reported that they liked this approach as it made them more responsible and autonomous in their learning process. Once they understood the reasons behind this approach by experiencing its benefits they used it amongst themselves by setting up situations for the other students that helped them to discover their own mistakes instead of correcting the mistakes for them.

Although the creation of awarenesses seems to be more demanding on teachers because they have to always find ways to set up situations so students can discover their mistakes instead of just telling them the correct answers, the data seems to suggest that this approach is less draining on their energy because they do not carry the students. They leave the responsibility for learning with the students. In order to do this successfully
and to not fulfil the typical teaching role of "feeding" students knowledge, they need to constantly observe themselves.

8.2. Self-observation

Self-observation is from their data very important for Silent Way teachers, and they connect it to having the self at the helm. Self-observation is an attribute of the self. One teacher called her internal observer the self. She reported that it helps her to disidentify from the part of her that feels, for instance, social embarrassment (Glenys, AC 3A, B, 601-623). Watchfulness was seen as another attribute of the self which helped teachers not to be controlled by their emotion or personal problems (Glenys, AC 3A, A, 596-574). The attempt to leave emotions outside the classroom, to be detached, objective, disidentified from social considerations was seen as giving them and their students the ability to stay concentrated on the job (Roslyn, AC 19, A, 590-609). Being observant of oneself as well as of the students and observing all the time how the language functions, was mentioned as one requirement of good Silent Way teachers (Roslyn, AC 19, A, 248-260). One teacher said that constant self-observation and consciousness of one's own personal development were part of the requirement for Silent Way teachers (Christian, AC 7, A, 123-155). The same self-observation and looking inside was expected of the students as a prerequisite for good learning. The teachers encouraged students to reflect on their learning at the end of the day. During feedback sessions Donna sometimes asked them where they were in their learning because she considered this type of reflection and self-observation an essential part of good learning. She reported that in order to be able to reflect on one's learning and to keep on observing oneself, one needs to be present to the reality of each particular moment.

8.3. Presence

Silent Way teachers often talked about their aim of inducing states of being that are conducive to learning (eg. Donna, AC 4A, A, 458-463). Sometimes
they equated this state with being energetically mobilised and conscious, at other times they called it presence and a general awareness. All the Silent Way teachers reported presence as a functioning that was available to everybody (Donna, AC 4A, A, 485-493). The main thing the teachers aimed for seemed to be a state of focused attention because they considered this to be the prerequisite for learning (Glenys, AC 1A, A, 404-415). Teachers saw it as their role to be as present as possible to the students which requires having the self at the helm (Roslyn, AC 8, A, 236-247). This was related to achieving a certain energy level which implies a disidentification from the concerns of the psyche (Christian, AC 7, B, 635-647). They assumed that people are always present to something, they did not consider that people might operate on different degrees of wakefulness. Presence was regarded as a prerequisite for awareness (Roslyn, AC 14, A, 033-058).

Judging by their body language and their own statements students seemed to be very present in the sense of being attentive to the learning (Students 1, AC 16, A, 100-118). They mentioned the need to concentrate all the time because new challenges were constantly presented. They stated that they could not afford to go off into daydreams and one student in particular criticised the fact that they did not have a break in the lesson where they can daydream for a while. He commented:

C’est à dire que ça demande beaucoup de concentration (S 10, Students 2, AC 6A, A, 449-450).

And:

Il n’y a pas de pauses, finalement. Si on rêve, on perd le fil, on est déstabilisé, on est perdu (S 1, Students 2, AC 6A, A, 451-453).

These quotes show that the students needed to be constantly present to what was happening in the lesson if they did not want to feel lost. This may be true for other language classes as well, it can be argued, however, in Silent Way lessons, students cannot not rely on sentences being repeated and neither students nor teachers supply answers to those students who were not present. Teachers reported that they mainly use eye contact and
tapping with the pointer to increase presence (Christian, VC 3, 00:08:55 to 00:09:27).

The Silent Way teachers first reported that the priority is for students to be present when they produce sentences and they state that learning follows from there (Roslyn, AC 19, A, 437-453). They stated that presence is something that is always limited to only one thing, presence is either here or there (Roslyn, AC 20, A, 495-517). They did not consider the option of being present to many things at once. The classroom, they reported, always shows signs of relaxed, yet focussed concentration although the intensive course implied working for many hours. One student found this necessity to be present very demanding:

Je trouve ça, c'est une critique que je ferai à la méthode, c'est que, il y a une pause au bout d'une heure et demie ou deux heures du cours, mais il n'y a pas de place pour la pause. Il y en a un qui va être en train de pointer, on travaille avec lui. On n'a pas de place pour s'endormir. Ça, c'est assez fatiguant. Ça demande beaucoup d'effort (S 7, Students 2, AC 6A, A, 454-459).

Students were capable of answering at any time because their attention did not have to "called back into the room". Their eyes were usually fixed in the same direction and they often moved their mouths silently when others were speaking (Students 1, VC 4, 256-267). The following quote illustrates that the students noticed this phenomenon themselves:

J'ai remarqué une chose, c'est que, quand le professeur interroge une personne, en même temps, les autres essaient, en eux-mêmes de parler aussi, enfin, de répondre. Par exemple sur la prononciation d'un mot, elle interroge directement la personne, mais nous-mêmes, on le dit aussi comme si elle nous avait interrogé, en fait (S 6, Students 2, AC 6A, A, 304-309).

This quote shows that students were mentally involved when other students were working aloud. Considering that the Silent Way teachers regarded students' presence to the situation as the main prerequisite from which
learning follows, they seemed to achieve their aim, judging by these students' observations. Presence to the situation is, in Gattegno's model, only possible when the self is at the helm.

8.4. Self

Teachers often spoke about the role of the self in the learning process (Roslyn, AC 8, A, 346-356). They recognised that self and psyche may take turns in being at the helm at any one time during the lesson. Teachers reported that they sometimes use the concept of the self as part of the checklist they go through to determine at what point and why they or a student had their self no longer at the helm (Glenys, AC 3A, A, 517-530). The teachers mentioned that their teaching aim was to get the students' self to the helm and to withdraw energy from psychic obsessions (Glenys, AC 3A, B, 685-690). When the self was at the helm, there was no feeling of effort involved in learning. Low energy levels, effort and de-mobilisation of energy were seen as signs of psyche at the helm (Glenys, AC 3A, B, 896-905). The teachers mentioned how important it was for them to have their own self at the helm in order to be able to induce it in their students (Christian, AC 12, B, 1058-1066).

All the Silent Way teachers were aware of Gattegno's model of the different attributes of the self. They all stated that students could substitute one attribute of the self for another one if they could not access one particular one that was needed for learning. They realised that certain attributes might be blocked and showed how this expressed itself in the language (Christian, AC 12, A, 1157-1160). They stated that one could start working on either one of them to provoke the attribute in the other area. If, for instance, students do not feel passionate about English, then the teachers may have to use their will to mobilise the necessary energy to get involved in learning. Once the students started doing this they might develop passion (Christian, AC 12, A, 1143-1150). However, teachers reported that they are more in contact with those attributes in their students that they can recognise in themselves. Like a mirror they can see the ones in the students more easily that they have observed in themselves for a long time (Donna, AC 8A, A, 220-236).
The Silent Way teachers did not see it as part of their contract to unblock students. But they said that one could leave problems outside the classroom and could put the self at the helm (Roslyn, AC 15, A, 236-247). Having the self at the helm, they reported, is linked to deep experiences of well being and exhilaration that makes students aware that something deeper is happening than just learning a language (Roslyn, AC 15, A, 337-344). Having the self at the helm for the Silent Way teachers, is mentioned as the only condition for learning and the Silent Way is seen as encouraging people to put their selves at the helm (Roslyn, AC 15, A, 313-322). Considering that it plays such an important role in learning the teachers did not say very much about the internal processes involved in changing from psyche to self at the helm and vice versa. They stated that the process of induction may help students to put their self at the helm. One teacher commented that "everything we say and do as Silent Way teachers has that as an objective. We could have added to almost every sentence: '... and this is a way of being self at the helm' " (Glenys, personal letter, 22.6.1996).

Students said that they had varying degrees of accessing the self. They commented on the different approaches of their classmates to learning (Students 1, AC 16, A, 398-408). They talked about their own passivity and the attraction of letting others do the work (Students 1, AC 16, A, 462-468). When they felt in control, when they considered themselves to be active, "les acteurs" they felt they were learning more (Students 2, AC 6A, A, 192-203). They were also mentally involved when others were working which seemed to indicate a connection from self to self (Students 2, AC 6A, A, 454-459). They said that learning a language the Silent Way takes a lot of effort but that the effort is rewarding. They mentioned that the Silent Way gave them energy and that it made them feel passionate about English (Students 2, AC 6A, A, 460-468). They felt more confident and proud of their achievements through the course. They mentioned that they were pleased not to panic any more and to be themselves. Even if they made mistakes they remained confident that they were intelligent and that they could progress (Students 2, AC 6A, A, 551-555). These feelings expressed by students showed that the attributes of the self had been addressed.

Christian as one of the study teachers commented on one student's lack of discernment in her self which expressed itself in her language. For him, inner emotional states and language are often linked (Christian, AC 17, A,
He commented on different students and how their selves helped them to learn (Christian, AC 17, A, 420-431). He reported that he does not buy into people's negative patterns and does not accept mediocrity (Christian, AC 17, A, 420-431). But he accepts that people can only mobilise the attention they are capable of at any particular stage (Christian, AC 17, B, 874-891).

The attributes of the self the teachers use, as reported in the data, are limited to the ones with which they feel in touch, the ones they have observed themselves. One teacher said that the individual differences between teachers may depend on the attributes each one can more easily relate to in students (Donna, AC 8A, A, 220-239). The teachers relate how they encourage students to action because doing an action not only makes awarenesses take place faster but also makes students more present to what is happening (Donna, AC 8A, A, 204-219). By asking "Are you sure?" they addressed their attribute of discernment (Donna, VC 5A, 00:29:53 to 00:30:51). Roslyn says that she uses the attribute of physical mobilisation to see whether they are involved in learning. She wants to address their natural ability to distinguish right from wrong to encourage them to learn (Roslyn, AC 19, A, 615-623). The teachers tried to address the students' attribute of curiosity by doing nothing for a few seconds which left students wondering what was going to happen next (Roslyn, AC 22, A, 080-093). They also tried to address the attribute of surrender by showing that the language just imposes a certain logic which may not always make sense to the students (Roslyn, AC 22, A, 230-241).

Addressing the attributes of the self, as revealed in the data, happened through various means in the Silent Way class. Teachers found it easier to address those attributes that they had intensely observed in themselves. However, the underlying assumption of the teachers' practice rests on Gattegno's model which states that addressing one attribute can put people in touch with other attributes as well. It is extremely important for the Silent Way teachers to have their own self at the helm so that the energetic state that is characteristic of having the self at the helm could be induced in students. It is further reported by the teachers that the Silent Way materials which are designed to keep students focussed on fine details support teachers in their aim of encouraging students to put their self at the helm in the learning process. However, it is recognised that it is the teachers'
capacity to keep their self at the helm and to not get controlled by negative thought and behaviour patterns that represents the starting point for an energetic climate in the classroom that is conducive to learning. The next section shows in greater detail what according to the teachers and students can happen when not the self but the psyche is at the helm.

8.5. Psyche

Self and psyche are often mentioned in the same sentence by the Silent Way teachers. Psyche was defined as "congealed energy" (Glenys, AC 3A, B, 666-680). The only way out of psychic obsessions according to Glenys is to disidentify and to thereby withdraw valuable energy which can then be used by the self (Glenys, AC 3A, B, 685-690). Psyche, for another teacher, is linked to a feeling of effort and reliance on memory, well-established habits and automatic responses. Teaching is perceived as involving abolishing old habits and establishing new ones at the same time (Christian, AC 12, B, 1342-1390). The teachers reported that there is a constant exchange from old to new and an endless adjustment. There is also a flow between psyche and self at the helm (Roslyn, AC 14, B, 1082-1093). Roslyn said that Silent Way teachers need to be aware when automatic processes are required and when they hinder (Roslyn, AC 14, B, 1031-1035). Learning takes places, when the previous, well established habits are remoulded into the new (Roslyn, AC 14, A, 290-309). Psyche at the helm was seen as being connected to tiredness (Roslyn, AC 14, A, 468-472). Roslyn explained that psyche should be at the service of the self, however, when it takes over it hinders learning (Roslyn, AC 15, B, 1031-1035). When this happened, it is suggested that teachers try to get the students self back to the helm (Roslyn, AC 15, B, 1035-1036). Unsuccessful learners are perceived as those who let their psyche interfere with their present learning (Donna, AC 8A, A, 328-344). Donna asserted that praise appeals to the students' need for social approval which puts them into their psyche (Donna, AC 8A, A, 363-370). Whereas past knowledge was regarded as being a hindrance to a student's learning, past know-how was considered to be beneficial (Donna, AC 8A, B, 1065-1079).

The students mentioned that they often used automatisms that were established in the past. They reported that they repeat, they try to remember,
they read the letters they see on the charts rather than just listen to the pronunciation, they let mental images interfere with the sounds pointed out on the charts (Students 1, AC 16, A, 100-118). They explained that they applied former learning strategies to the new situation. Christian, it was observed, uses these previously established learning strategies more than the other teachers by sometimes writing new words or structures on the board (Christian, VC 3, 00:03:03 to 00:03:37). Some students mentioned that their previous learnings interfered a lot with their present learning. They talked about "bad old learning habits" and "learned deformations" (Students 2, AC 6A, A, 223-232). They commented:

Oui, moi j'ai des mauvaises habitudes surtout en prononciation, en construction, à la rigueur, ça irait, mais en prononciation c'est atroce car il faut se débarrasser des coutumes. On contracte, on se lance plus à la langue, entre parenthèses, populaire qui est pratique en tout cas et, moi, ça me gêne beaucoup (Students 2, AC 6A, A, 235-242).

All the students seemed to agree that they had established bad habits in previous English courses (Students 2, AC 6A, A, 558-578). Only the one student who had completed a three week Silent Way course felt that she had good learning habits. She stated:

Oui, c'est peut-être le vocabulaire des fois qui fait un peu la différence. Mais je pense que vous avez plus de mauvaises habitudes que moi (Students 2, AC 6A, A, 233-234).

Christian mentioned that he did not believe in collaborating with people's bad habits and psychic obsessions. Teachers talked again and again about their attempts to keep their own psyche under control (Donna, AC 8A, B, 725-739). Psychic energy, they said, gets induced from one member of the group to the others. Thus if some students become paralysed with fear or so worried that they start to stutter, teachers sometimes have to lift everyone up by keeping their own selves at the helm. This requires a constant alertness regarding the group dynamics and sometimes enormous efforts to avoid getting pulled into negative thought and behaviour patterns. The teachers suggested that when a student, for instance, criticised himself in front of the class the teacher said that one had the right to make mistakes: she refused
to buy into his self-criticism and thereby gave everyone the chance to keep their self at the helm (Donna, VC 5A, 00:06:36 to 00:06:54). But teachers themselves were also susceptible to self-criticism, however, they reported that they are aware that it is their psyche interfering and try to control their impulses to put themselves down (Donna, AC 8A, A, 725-739). All the Silent Way teachers in their data display an alertness and awareness of their negative psychic obsessions and try to stop them as soon as they see them emerging.

Teachers reported that if students think they need to rely on their memories then they may let their psyche interfere and then there is a noticeable drop of energy in the class (Roslyn, AC 19, A, 416-431). This also happens, they reported, when students try to grasp the language only through intellectual means and do not react immediately to the situation. The teachers stated that the right structure should just pop out of their mouths (Roslyn, AC 19, B, 1046-1057). One means of encouraging the self at the helm and stopping the psyche from interfering, it was suggested, is to use silence in a productive way.

8.6. Silence

Silent Way teachers displayed a strong awareness of the different types of silences (Christian, AC 7, B, 899-905). The distinction apparent from the data happens on the level of productiveness. Silences are judged by all teachers according to their degree of unpleasantness and the teacher's need to intervene to stop the silence. It appears as though there is a type of continuum of silences. The interpretation of silence as pleasant or unpleasant depends on whether the students understand the reason for the teachers' silence. Silence is used by the teachers for all sorts of purposes. It serves mainly to give students the necessary space to work in, but it is only productive if students know what is expected of them (Donna, AC 4A, B, 865-880).

One teacher reported that he enjoyed the uncomfortable silences because they contain an emptiness that says "What now?" (Christian, AC 7, B, 872-881). He said that there are silences that are pregnant with awareness and
that help people to feel safe to welcome whatever comes (Christian, AC 7, B, 861-869). Silence is linked to a personal centredness which implies that the self is at the helm (Christian, AC 7, B, 934-950). Teachers used various techniques to judge when to intervene in a silent moment. Christian, for instance, stated that he intervened when he felt that "there is no light in anyone's eye" (Christian, AC 7, B, 959-985). He reported using a technique of looking above the person's head. He then tunes into himself to find out what is above his own head. This technique not only gives him a way of judging whether something will emerge from the silence or not; it also reminds him that there is more intelligence in the students than they are aware of themselves (Christian, AC 7, B, 959-985). This strategy is just one of many examples where Silent Way teachers used techniques from other personal growth and awareness enhancement systems in their teaching. The technique Christian described above can be more effectively used when there is silence.

Silence, it was asserted, allows students to determine their speed of learning and in this sense silence also serves in subordinating teaching to learning (Christian, AC 7, B, 1021-1032). It appeared that teachers saw silence as an attitude rather than a reality. A teacher may, it was suggested, chatter but not give any answer for the students (Roslyn, AC 14, A, 493-508). Silence for the Silent Way teachers was linked with the frontier between knowing and not knowing because the space in between the two is one of silence. The teachers said that the students need to learn that it is their job to fill the silences (Roslyn, AC 14, B, 613-628).

Students mentioned that they got used to the silence after a while and that there were actually fewer silent moments in the second week (Students 1, AC 9, A, 411-429). They perceived the silence more often as heavy and unpleasant than the teachers, mainly because they were unsure about what was expected of them (Students 1, AC 9, A, 411-429). But they also enjoyed the time to reflect during the silence (Students 1, AC 9, A, 479-485). Watching the video-taped lesson they expressed their surprise at how little they said in the lesson and how often silence prevailed. They had the impression that they talked a lot more during the lessons than they actually did (Students 1, AC 9, A, 497-512). They said that they were mentally involved in the work all the time, they formulated sentences in their heads and felt at the end of the afternoon that they had worked well and put in
much effort. All the students said that they were constantly working, but they commented that the video seemed to contradict their impression by showing them that they were often silent (Students 1, AC 9, A, 497-512). Their surprise at the silence was a good indication that they were internally engaged in their work.

Teachers often used gestures instead of verbal instructions to indicate the mistake or the next step students needed to take (Christian VC 3, 00:03:54 to 00:04:05). They kept silent while students produced sentences even if the sentences were wrong (Christian, VC 3, 00:06:02 to 00:06:08). Eye contact, facial expressions and gestures ensured that the teacher needed to say very little (Christian, VC 3, 00:17:46 to 00:18:25; Donna, VC 5A, 00:30:52 to 00:31:01). But they sometimes expressed those instructions also verbally (Roslyn, VC 7, 00:09:55 to 00:10:31). What they did not give verbally or non-verbally was the answer. Students stated that when they understood why a teacher was silent they felt much more at ease with it. Teachers knew that students experience the silence as heavy if teachers have the attitude that students should do the work by themselves and that they are not going to help them in finding the solutions. The silence, it was reported, can still be experienced differently by different people in the group because some of the students can see why the teacher is silent whereas others cannot (Glenys, AC 7A, A, 558-565). The students' comments show that they were more likely to enjoy the productive aspect of silence if they had a clear understanding of the teachers' motives and knew what was expected of them. When they felt unsure about the teacher's expectations, they perceived even short periods of silence as unpleasant.

8.7. Conclusion

This chapter showed that the notions of awareness and the self are central to the Silent Way teachers. However, teachers reported that the understanding of what a "prise de conscience" was, cannot be understood from a purely intellectual position. As teachers' data demonstrated, their understanding of "prise de conscience" increased with time and experience and as a result of their own self-observations.
Being fully aware of the situation at hand, observing when psychic obsession interferes with managing the task - these are means and techniques reported by the teachers to force awarenesses. The teachers saw silence only as productive if it helps students to have awarenesses; however, students considered some of the silent moments to be counterproductive because they did not know what was expected of them. As was noted in the previous chapter there was sometimes a disjunction between the teachers' reasonings behind certain actions and the students' perspectives on these actions. Although this disjunction is related to different aspects of the Silent Way, the reason for it seems to lie in the different knowledge base of teachers and students. In their teaching, the Silent Way teachers reported that they did not want to make rules and structures explicit and rather set up learning situations in such a way that students had to deduct these from the context. However, the results of the study so far seem to suggest that this principle should be reconsidered by teachers when it comes to expectations they have of students. Students reported that they were sometimes left "guessing" what teachers expected of them and felt uncomfortable in those moments. Indicating basic assumptions on which the Silent Way is built and the resulting expectations of students before or during the course might help them to make more sense of their learning experiences. This topic will be taken up again in the discussion chapter. Suffice to mention here that teachers and students appeared to work on different issues - teachers worked on the students while students worked on the language. However, what the data makes clear is that the more information people have about the principles at work behind the Silent Way the easier it becomes to make good use of pleasant and unpleasant moments in the lesson. This seems to be true for both teachers and students.
9.0. Introduction

The previous chapter showed that Gattegno's concept of the self and awareness were central to the ways in which Silent Way teachers structured their lessons. This chapter will report data that refer to other concepts of Gattegno's model and will show how Silent Way teachers made sense of them. It attempts to clarify what teachers aimed to achieve and which strategies they used to pursue these aims.

In certain sections the teachers will be dealt with individually to give them the opportunity to voice their perspectives on teaching. Although the focus is on the teachers' aims, strategies and views, the students' reactions to these will also play a large role in this section to show possible similarities and contrasts. The next section introduces this chapter by presenting the main teaching aims Silent Way teachers pursued.

9.1. Teaching Aims

The data revealed that all the Silent Way teachers basically pursued the same aims although some reported that they placed more emphasis on some aims than on others. In general, teachers wanted to make students more autonomous as learners (Christian, AC 1, B, 092-116), which implied giving them inner criteria for further study (Glenys, AC 1A, A, 036-090). This also meant that students needed to have criteria by which to judge their language production (Christian, AC 1, B, 092-116). Teachers reported that they tried to encourage autonomy and independence by giving minimal corrections to allow students to discover their mistakes themselves (Glenys, AC 1B, 620-672). They suggested that this minimalist approach helped the students to become responsible for their own learning (Christian, AC 1, B, 553-563). Teachers mentioned their aim to facilitate the students' learning by leading them through a discovery of language (Donna, AC 2A, A, 065-087). Presence to the situation was mentioned as another aim.
(Roslyn, AC 19, A, 437-452). Teachers seemed to have thought about their aims in great detail and also about how they could achieve them (Roslyn, AC 19, A, 218-225; Donna, AC 8A, A, 065-087). Their teaching was therefore quite well thought through although they reported flexibility in going along with the way the lesson developed (Roslyn, AC 20, B, 1133-1145).

One teacher likened his role to that of a midwife helping students to give birth to the language (Christian, AC 1, B, 246-263). He also expressed his aim to make the students the centre of attention and to get them to distract their attention from the teacher (Christian, AC 1, B, 010-040). Another teacher emphasised the importance of making students aware of what they had to do with themselves as learners to have English as a by-product (Roslyn, AC 8, A, 058-108). For Roslyn the aim was to get students to put their self at the helm (Roslyn, AC 8, A, 148-160). All teachers mentioned that students need to come to the point where the language becomes automatic and the students develop a sensitive feel for the entity of that language (Christian, AC 1, B, 411-418).

The Silent Way teachers used a variety of strategies to achieve their aims and the students were aware of the different strategies teachers used. Students mentioned, for instance, that Christian asked them to write sentences on the board so they could place the accents on them whereas Roslyn never used this strategy (Students 1, AC 16, A, 567-599).

One common strategy all Silent Way teachers used was to concentrate on the structure first, and to then react to the content. Teachers showed awareness of the distinction between the content and the grammatical structure even in their own communication which is why they asserted that they say instructions in French (Glenys, AC 7A, A, 20-210). From the evidence of the data, Silent Way teachers aimed at students' awareness of functional aspects of the language that relate to structure rather than to communication. They thus supported the idea that Silent Way teaching is different in its orientation from other language teaching methods which usually focus on communication skills, as for instance, does the communicative approach with its emphasis on communication in particular situations (Doggett, 1986). The following section will explore in more detail the characteristics of Silent Way teaching, as reported by the teachers.
9.2. Silent Way teaching from the teachers' perspectives

In this section the views that individual Silent Way teachers had of their profession will be presented separately whenever possible. All Silent Way teachers often expressed that they had ideas and ideals about teaching that were congruent with Gattegno's concepts before they came across them, but the Silent Way gave them the tools and the conceptual framework to achieve their aims (Christian, AC 1, A, 201-235). While Gattegno's concepts went against mainstream attitudes towards teaching of that time, they felt that his concepts were the only appropriate ones to achieve any lasting success in the language teaching process. The Silent Way also, as reported, gave teachers tools to relate more successfully to students than other methods did (Christian, AC 1, A, 315-322).

9.2.1. Christian

Christian liked the fact that in the Silent Way compassion and severity are joined and that the Silent Way activities incorporate both rigour and compassion (Christian, AC 1, A, 281-310). For him, the combination of these two aspects creates the positive climate in the Silent Way classrooms (Christian, AC 1, A, 296-310). Although, he asserted, teachers do not have to be spiritually oriented, consciousness plays such a major role in the Silent Way that teachers are often spiritually interested (Christian, AC 1, A, 360-372). Christian, for instance, mentioned that there were ways of being that relate to his work (Christian, AC 1, A, 378-391). He felt a sense of freedom and creativity in it (Christian, AC 1, A, 409-414). Christian said that Silent Way teachers have to allow the problems that occur to educate them and to show their own limitations openly to their students (Christian, AC 7, A, 168-180).

Christian stated that it is his duty to give the best attention possible, to help students establish criteria for the correct usage of the language and to function as a discipline for them (Christian, AC 7, A, 399-410). He reported that he may talk about topics like musicality and emotions so the learning proceeds faster (Christian, AC 7, A, 435-438). His task is to draw a student's
attention to how they have to change their habits if they want to be good in the language (Christian, AC 7, A, 552-564). To give students a feeling for the differences in accents between English and French he gave them allegories, for instance, when he compared the languages to different types of wheels (Christian, AC 7, A, 552-564). He made sure that he corrected every mistake he heard which gave the students the reassurance that their sentences were completely correct on all levels if the teacher did not correct them (Christian, AC 7, B, 748-758). He stated it is the teacher's responsibility to create silences and space that is positive (Christian, AC 7, B, 890-898).

Christian asserted that it was very important for the students to impose their own rhythm on the class (Christian, AC 12, A, 184-192). He said that when the teacher imposes her/his rhythm on the group, negative tensions arise quickly because a topic may be too much for them to handle or they feel imposed on (Christian, AC 12, A, 184-192). He stated that the climate is set by the teacher and a climate of effortless concentration is most conducive to learning (Christian, AC 12, A, 342-350). In elaborating on this he expressed the following ideas. He tries to model this inner attitude and wants the students to feel that they can be all together in harmony. He does not want to dominate the direction of the class (Christian, AC 12, A, 351-356). He works as a mirror by showing them the problem so they can handle it, by giving them a reflection of "where they were at" (Christian, AC 12, A, 388-400). He uses his knowledge of other areas related to awareness in his teaching (Christian, AC 12, A, 402-414). When he sees a student becoming too tense, he consciously relaxes (Christian, AC 12, A, 454-466). While he shows students that he is with them in their struggle he refuses to take on the other person's struggle because it is the least compassionate thing he could do. He stays in touch with his own centre because he has a clear understanding of real and false sympathy and empathy (Christian, AC 12, A, 454-466). If a student gets anxious to the point of not functioning any more he may ask them through a gesture to throw that attempt away and to start from the beginning again (Christian, AC 12, A, 454-466).

Christian provided further information about his teaching. When students get too involved intellectually, he said, he stops them and asks them to formulate a sentence. When students are very blocked, he tries to be very respectful towards them and shows them that he sees the students to be
more than that. Christian stated that the reaction to negative experiences is a matter of choice and shows students the concept of the self to illustrate that point (Christian, AC 12, A, 532-540). He reported that he shows them his attitude of acceptance by his own mental attitude and physical contact (Christian, AC 12, A, 532-540). His attitude is that as a teacher he "may sow but he may not necessarily reap" (Christian, AC 12, A, 553-563). He is no longer concerned with the harvest but sees his task as sowing the seed (Christian, AC 12, A, 553-563). Whether his teaching will influence the students is not known to him. He encourages students to take responsibility for their own learning and tries to be authentic in the way he relates to them (Christian, AC 12, A, 553-563). His current relation to the Silent Way is exemplified by Depardieu who says: "You win and you do it and you are no longer thinking about it" (Christian, AC 12, B, 615-626). As a Silent Way teacher, Christian reported that he did not need any preparation to go into a class. The best thing he can do for his students, he said, is to be openly available and to give them a quality of presence and mental attention. In order to be open like this he reported that he may sleep for a few minutes before a class (Christian, AC 12, B, 627-634).

As a teacher Christian asserted that he needs to sometimes use his will to raise the level of attentive alertness because students can draw him into a symbiotic exchange of energy (Christian, AC 12, B, 635-647). A Silent Way teacher, he argued, needs to create silences that are pregnant with awareness (Christian, AC 12, B, 861-869). Some teachers may stubbornly refuse to fill the silences because of a wrong interpretation of the Silent Way (Christian, AC 12, B, 870-881). He stated that a Silent Way teacher has to be "inside the students' silence rather than outside it" (Christian, AC 12, B, 870-881). There can be words within silence. He suggested that a Silent Way teacher can do things without being the model, without monopolising the time students should have for practising the language (Christian, AC 12, B, 882-894).

Christian reported that he tries to address the attributes of the self in his teaching practices. As a Silent Way teacher his respect for students has to be genuine so a space can be opened into which the students can grow (Christian, AC 13, A, 1182-1196). As a Silent Way teacher he reported that he works on know-how rather than knowledge. In his opinion, know-how requires another approach to the language because it requires musicality.
(Christian, AC 13, A, 1305-1310). He stated that he lets no mistake slip by so the students can develop criteria and become their own internal observers (Christian, AC 13, A, 1410-1421). After a certain time of doing this, he reported, he may mention to them that from then on it is their responsibility to watch out for that trap themselves (Christian, AC 13, A, 1410-1421).

9.2.2. Roslyn

Roslyn reported that her task is to be the quality control of the students' statements. In her view the teacher has to make sure that the necessary awarenesses are taking place and that the content of the students' statement ends up being of high quality (Roslyn, AC 14, A, 462-471).

Roslyn argued that none of the Silent Way teachers had lesson plans because if he/she did they could not subordinate teaching to learning (see chapter three). Roslyn reported that she may start a lesson by asking if the students had any problems from the previous lesson and then lets the lesson take them further (Roslyn, AC 14, A, 000-010). Having a plan, she argued, would mean she was not subordinating her teaching to their learning. Sometimes, she suggested, she may have a rough idea in her mind but she would still subordinate in all her lessons (Roslyn, AC 14, A, 010-057). As a Silent Way teacher she suggested that her focus is on finding out what people are doing that prevents them from learning (Roslyn, AC 14, A, 058-108). She said that she does not have to worry about a student's personal problem, but she tries to be with a student in the most efficient way that will help her/him to learn English (Roslyn, AC 14, A, 127-147). To achieve proficiency in English, she said, students need to have their self at the helm and she tries to get them to put it there. Trying to unblock them requires different strategies for different students (Roslyn, AC 14, A, 181-198). She said that she can also be demanding to different degrees with students (Roslyn, AC 14, A, 181-198).

As a Silent Way teacher, Roslyn considered that the rhythm of the language was very important because in English the energy in time is translated into rhythm (Roslyn, AC 14, A, 199-206). In Roslyn' experience the linguistic studies that she has done have not been useful to her because as a Silent
Way teacher one has to think of the language other than in linguistic terms (Roslyn, AC 14, A, 248-260). She asserted that one has to be sensitive to the functioning of the language in everyday life (Roslyn, AC 14, A, 248-260). One has to regard the language as an energy distribution in time (Roslyn, AC 14, A, 264-278).

Roslyn stated that the slower a teacher is willing to start the more the learning could speed up later (Roslyn, AC 14, A, 345-357). The important part is to "put the groundwork in" (Roslyn, AC 14, A, 345-357). In her experience, she reported that it is beneficial to be very thorough in the beginning of the course, because then she often experiences an exponential growth in her classes (Roslyn, AC 14, A, 345-357). She explained that the Silent Way teacher is one step behind the student in their "pas-de-deux" (Roslyn, AC 14, A, 374-378). It does not make a difference to her, she said, whether she works in a big or a small group because she works with one student publicly but with the others by proxy (Roslyn, AC 14, A, 431-444). Students confirmed that they were all working internally if the work was done with someone else (Students 1, AC 16, A, 066-083).

According to Roslyn, the Silent Way teacher has to ensure that the awarenesses that are necessary, take place (Roslyn, AC 14, A, 462-471). The teacher works on the students so they can be efficient learners. In order to do this, Roslyn, for instance, sometimes takes students' hands to get information on their internal states (Roslyn, AC 14, B, 769-801). She may, she reported, shake their hands or their shoulders to relax them. She argued, that learning a language means that the rhythm has to flow through the learner. When students have stiff hands, she said, they will find it hard to adopt another intonation and to connect to the energy flow of the new language (Roslyn, AC 14, B, 769-801).

Roslyn reported that when she sees a student struggling with problems she sometimes puts out some rods to give them a different vision of the problem (Roslyn, AC 14, B, 901-917). Putting or keeping her self at the helm, helps others to put their own self at the helm (Roslyn, AC 14, B, 1075-1081). As a consequence any psychological problem will not be predominant and the student can do what is necessary to learn (Roslyn, AC 14, B, 1075-1081). According to Roslyn, her responsibility as a teacher is to give students the opportunity to put their self at the helm in the area of English (Roslyn, AC 14, B, 1082-1093).
Roslyn said that she does not use silence as a matter of course. Silence is, for her, an "inner kind of silence". She may even chatter on all the time but she will not give them the answers they should find for themselves (Roslyn, AC 15, A, 493-508). She said that she uses silence where it is productive and conducive to learning, not as a principle. If students do not know what to do in a moment of silence then it becomes her responsibility to act (Roslyn, AC 15, A, 629-643). If they know what to do and just take the space to reflect then she does not have to interfere. Roslyn argued that in a Silent Way classroom there should be a light-hearted discipline (Roslyn, AC 15, A, 541-546).

Roslyn reported, like all teachers, that she uses finger correction to establish at what level the students are in their four stages of learning (Roslyn, AC 15, B, 659-677). She said that if students are in panic or at the end of their tether, then she would not push them over the edge (Roslyn, AC 15, B, 678-682). If she did push them too far she would consider it a mistake (Roslyn, AC 15, B, 678-682). However, she also said that she gives herself the freedom to make mistakes in her judgment of students because she herself may be at stage two in her understanding of the students (Roslyn, AC 15, B, 659-677). She did not worry about whether the students liked her or not (Roslyn, AC 15, B, 743-765). According to Roslyn, they were all there so the students could learn English (Roslyn, AC 15, B, 743-765).

9.2.3. Donna

The above mentioned teaching strategies applied to Donna and Glenys as well. Donna stressed that her role is to lead student through the discovery of the language (Donna, AC 4A, A, 065-087). As a Silent Way teacher, she reported that she needs to have a desire to observe her own functioning (Donna, AC 4A, A, 117-129). She said that one needs to be sensitive to oneself and to others (Donna, AC 4A, A, 117-129). Silent Way teaching involves for her addressing the attributes of the self (Donna, AC 4A, B, 1023-1031). Her role as a teacher, she argued, is to indicate to the students where they are not functioning efficiently as learners but to then leave the choice to the learners whether they would like to change (Donna, AC 4A, A, 373-386). She reported that she uses the model of the four stages of
learning to determine what she asks of a student to do next (Donna, AC 4A, A, 553-558). She reported that if students need more practice in a certain aspect she may set up a different situation with the rods to illustrate the same example (Donna, AC 4A, B, 626-665). Donna said that sometimes the best way students can practise is by giving them a break so they can mull over it in their own mind (Donna, AC 4A, B, 704-722). Silent Way teachers, Donna said, also have to be silent to allow students the necessary space to work in. And they have to have their self at the helm all the time (Donna, AC 4A, A, 163-182). She said that if students are tense, she tries to relax them and to get them to focus their tension on their task at hand (Donna, AC 4A, B, 807-813). She explained that she bases her work on the principle that the student gives the best answer he/she can produce at any given time (Donna, AC 4A, B, 896-918). Remembering this statement by Gattegno, she said, helps her to deal with her own impatience when students do not come up with answers she expects (Donna, AC 4A, B, 896-918).

9.2.4. Glenys

To Glenys, the Silent Way offers her flexibility in her teaching (Glenys, AC 1A, A, 237-263). She said that she likes the teacher presence and the fact that teaching is subordinated to learning in the Silent Way (Glenys, AC 3A, A, 014-031). She reported that Silent Way teachers must be very sensitive to their students (Glenys, AC 3A, A, 101-124). They need to ask themselves critical questions all the time (Glenys, AC 3A, A, 101-124).

For Glenys, the task of the teacher is different from the task of the students. The teacher has to discover the real problem that underlies a language mistake (Glenys, AC 3A, A, 303-330). While, she said, it may seem that this is the case with all language teaching methods, for the Silent Way it means that teachers need to discover the ways in which the students are not using their selves efficiently. If students allow past learnings to interfere with their present learning, the teacher has to direct their attention in productive directions (Glenys, AC 3A, A, 417-431). She mentioned awareness as the foremost prerequisite to fulfil her task as a teacher (Glenys, AC 3A, A, 494-505). She reported that having the model of the absolutes and of the self versus psyche in her head facilitates her moving away from social concerns. It helps to remind her that her job as a teacher is to pay attention to the
students not to her own social concerns (Glenys, AC 3A, A, 531-551). Her expectation, she said, is not just to be aware but to be aware of her awareness (Glenys, AC 3A, A, 494-505).

For Glenys, teaching the Silent Way is mainly characterised by teacher presence and subordination of teaching to learning (Glenys, AC 5A, A, 014-124). She saw her main responsibility as having to discover the real problem which underlies a language mistake (Glenys, AC 5A, A, 303-330). Thus, in order to find solutions to the student's language problem, she asks herself questions which increase her awareness (Glenys, AC 5A, A, 506-516). Glenys recounted an incident from the course where she felt uncomfortable on a social level before she reminded herself that her job was to pay attention to the students and not to her own social concerns (Glenys, AC 5A, A, 531-551). She considered it essential for the Silent Way teacher to have a sensitivity to the experiences and to be aware of one's awareness (Glenys, AC 5A, B, 956-972).

9.3. Silent Way teaching from the students' perspectives

The students had a slightly different perspective on the teacher's teaching strategies. The video recordings of students sometimes showed that students did not always know what was going on and they reported that they guessed for a time before they realised what the sound combination stood for in a word (Students 1, AC 16, A, 029-031). It sometimes seemed like a waste of time to have them guessing for so long. The students stated that they did not like to repeat sound combinations automatically without knowing their French meaning (Students 1, AC 16, A, 140-148). Some students found it much easier to say the word once they saw it written (Students 1, AC 16, A, 140-148). If they did not see it written they went through the possible written combinations in their head to fix it in that way (Students 1, AC 16, A, 140-148). The students did not agree on the importance of proper pronunciation (Students 1, AC 16, A, 341-348). They thought that the teachers sometimes exaggerated the emphasis they placed on good accent (Students 1, AC 16, A, 341-348). Whereas the teachers said that it was important to have a core of correct English as a basis for future learning, the students argued that the core would be good but the rest not (Students 1, AC 16, A, 341-348). They did not feel that they could transfer
their know-how. They liked the way teachers changed the rods around so they could go further in their production (Students 1, AC 16, A, 469-479). Interview data showed that the students were acutely aware of the differences between teachers (Students 1, AC 16, A, 567-599). The first group of students mentioned more differences between the two teachers than the second group. Students in the first group said that the teachers did not do the same thing and that they could be compared (Students 1, AC 16, B, 600-628). In contrast, the second group of students stated that there were not many differences between the teachers and that they complemented each other well (Students 2, AC 6A, B, 596-631). They wondered how the teachers managed to continue the work of the previous one without interruption. They assumed that the teachers talked to each other in the lunch break to pass on information about what had been done before. This was stated thus:

C'est la même méthode quand-même. On est toujours à la recherche, nous, des bonnes constructions. Quand il y en a une le matin, et c'est un autre professeur l'après-midi, je ne sais pas comment ça se passe, elles se parlent entre elles pour dire, "Voilà, je leur ai fait faire ça" mais on a vraiment l'impression c'est mis à la suite. Ce n'est pas du tout un autre truc, il n'y a pas de coupure, entre le matin et l'après-midi, si il y a un changement de professeurs. C'est vraiment à la suite donc on ne s'aperçoit pas. Si on fermait les yeux, si on ne voyait pas... elles sont pareilles (Students 2, AC 6A, B, 608-620).

The teachers could continue smoothly because they subordinated teaching to learning and it took them one sentence to know where the students were in their learning process. The students were intrigued by the fact that the teachers were virtually the same but that their styles were very different (Students 2, AC 6A, A, 631-648).

The second group of students mentioned that they could come up with solutions to the problem if the teacher allowed them time and space to have a little discussion between them (Students 2, AC 6A, A, 093-100). They liked the fact that they were invited to experiment amongst themselves and to be in competition with themselves rather than with other students.
(Students 2, AC 6A, A, 093-100). They felt valued and encouraged by the teacher (Students 2, AC 6A, A, 165-170). They stated that the teachers gave exact feedback on what was and what was not acceptable in English (Students 2, AC 6A, A, 165-170). They liked the fact that their sentences were connected to gestures (Students 2, AC 6A, A, 183-190). They thought it was positive that they could find their own mistakes (Students 2, AC 6A, A, 183-190). It helped them develop a reflex to check their own production (Students 2, AC 6A, A, 278-282). They also liked the way the teacher helped them to imagine a situation with the help of the rods (Students 2, AC 6A, A, 348-350). They knew from experience that translations offered by the teacher or other students did not stay because they did not have to put in their own effort (Students 2, AC 6A, A, 351-356). When the teacher showed them the word position with the rods they knew that they had to find the mistake that they had made but the teacher did not actually say so (Students 2, AC 6A, A, 372-380). They reported that the teacher never said that something was correct or not (Students 2, AC 6A, A, 372-380). They suggested that she may have made a gesture which indicated to the student that s/he needed to contract the sentence or to say it with more rhythm (Students 2, AC 6A, A, 372-380). They liked the many media the Silent Way used. The Silent Way materials, the teachers, the gestures, the facial expressions, all these they felt added to the feeling that the teacher really inhabited the course and made it come alive. Thus:

Ce que j’aime dans ce cours-là, c’est un peu sur le côté des plusieurs media. Ça, c’est un media, le prof est un media, elle fait des mimiques, elle a des postures, elle fait des gestes, elle a des attitudes, elle fait vivre, c’est géniale, elle habite le cours (S 7, Students 2, AC 6A, A, 521-527).

Thinking about the exercises in which they ordered new words into phonetic groups the students felt that they had understood the concepts very well because after having completed the exercise the teacher showed them that they had only made two mistakes. The students were very pleased that they had completed the exercise all by themselves. As one student stated:

La preuve, c’est l’exercice qu’on a fait l’autre jour, ce n’était pas malfait, il me semble, on avait fait tous les exercices de prononciation, on avait bien fait, on n’avait pas beaucoup de
fautes. On avait fait tous ensemble, elle n' avait rien dit. Elle
nous n' avait pas dit c'est juste ou faux, c' était après qu'elle
avait dit: "Voilà, il y a des erreurs là, là, là." Et, en fait, il n'y avait
que deux erreurs. Donc, ça veut dire qu'on avait très bien
appris la prononciation avec les couleurs (S 1, Students 2, AC
6A, A, 540-545).

This quote gave an indication of how proud the students could feel because
the teacher allowed them to do the work by themselves and they realised
that they had a good understanding of the pronunciation. Further they
reported that the pleasure was increased by the fact that they all worked in
harmony as a group. They were not pushed to contribute but felt
couraged to join in with the group's effort to complete the exercise. The
students liked the fact that the teacher held out the pointer or the pen and
the one who felt like going to the board could take it (Students 2, AC
6A, B, 815-823). They were not addressed directly as having to do it. It was the
one who wanted to work something out who took up the challenge. The
choice was left to the students. Thus:

Il y a un petit truc encore. Ce que j'aime bien, quand on fait un
erreur et on cherche une question, le professeur nous donne,
par exemple, le marker, elle présente le marker, et c'est qui
pense à la reponse qui va le chercher. Elle ne dit pas: X, tiens
voilà, vas au tableau. Peut-être dans certains cas précis, mais
en général, c'est lui qui a envie d'y aller qui y va. Elle ne
designe pas personellement quelqu'un (S 5, Students 2, AC
6A, B, 815-823).

This student liked the fact that the teacher did not ask him directly to go to
the board, but another student said that sometimes the teacher felt that he
would like to get up and experiment but that he felt unsure. By holding out
the pointer to him directly the teacher gave him that little extra push to get
the courage to do it. He liked both approaches, and commented:

Il y a aussi l'autre côté où quelqu'un n'est pas trop sûr de sa
réponse et ne va peut-être pas y aller, dans certains cas, si tu
dis, "vas-y" ça t'oblige à faire l'effort que tu n'auras peut-être
pas fait si tu n'y est pas allé. Entre les deux formules, il y a un
This quote shows that some students liked to be asked or encouraged to participate whereas others enjoyed the freedom to decide for themselves when they wanted to work. The data suggested that slight differences in the teachers' approaches seemed to work well for the students. The different approaches seemed to be dependent on the teachers' personalities.

9.4. Silent Way teachers' actions

The video-taped lessons and stimulated recall interviews attest to the teachers' slightly different teaching strategies. When Christian, for instance, wanted to stimulate the word "crossroad" he took a rod that represented a car (Christian, VC 3, 00:00:51 to 00:01:07). In that instance, he appealed to the students' sense of imagination. To make sure the students were present Christian mainly used eye contact but sometimes tapped on the white wall to draw everyone's attention in that direction (Christian, VC 3, 00:02:22 to 00:02:27). To produce certain types of intonation he used gestures like a conductor (Christian, VC 3, 00:02:27 to 00:02:46). He mentioned that he wanted them to speak with a certain type of energy, in this case a type of nervous energy to say "Matthew" (Christian, AC 17, A, 144-153). When they had to say "Matthew" he made a nervous gesture so they could translate his physical energetic movement into a language energy (Christian, AC 17, A, 144-153). Energy is often translated from one medium to another. Sometimes, he argued, the teachers' attempt to illustrate a point is not successful, then they have to find other ways to get the learning across (Christian, AC 17, A, 226-241). Not using language, he stated, is sometimes harder than expressing instructions verbally. Thus, teachers have set gestures and movements to illustrate the most common mistakes (Christian, AC 17, A, 254-261). They joined two fingers, for instance, to show liaisons, made gestures of throwing words or syllables out and used the rods and charts to indicate where the mistake was (Christian, VC 3, 00:04:29 to 00:04:43). Normally, he said, teachers insisted on the correction of every single mistake. Sometimes they may have let something pass if they felt that
there were more urgent things to concentrate on or if they thought that the sentence would come up at a later stage again and would then offer more opportunity to do the work (Christian, AC 17, A, 506-524). When the problem occurred on many levels at the same time they made choices as to what needed correction more urgently and before others.

Christian reported that when students have come to the end of a "paragraph" in their production, he may just add another element to keep them going. Christian, in illustrating this principle, built a little house and thought to himself "Make a house and see where they go from there" (Christian, AC 17, A, 546-563). He then waited to see which language the students would produce. He was "going with them and seeing what would come up" (Christian, AC 17, A, 563-575). He said:

But, it is really flowing with what they are capable of saying and doing- it is a real dance (Christian, AC 17, B, 563-579).

Christian always looked at the students before showing them something on the chart to draw their attention to what was going to happen (Christian, VC 3, 00:16:11 to 00:16:25). He reported that if a student has trouble finding a word on the chart he may offer another pointer to another student (Christian, AC 17, B, 762-776). On one occasion, a student could not point to the right word on the chart after someone else had done it successfully. Christian exchanged pointers and symbolically handed the "successful" pointer to the student who could not find the word. The student was then able to find the word (Christian, VC 3, 00:23:53 to 00:24:05). Christian reported that he treats different students differently according to how well they handle corrections and how quickly they forget the learned material (Christian, AC 12, B, 991-1011).

For Christian, the emotional response to a sentence only comes after the sentence has been corrected. When one student said, for instance: "Julie walks to work on his head", Christian first corrected the pronoun "his" and then when the sentence had been said correctly, he showed his reaction: "You are joking" (Christian, VC 3, 00:30:17 to 00:30:30). In one instance, however, Christian first reacted to the content, when one student made the plural of "mister" by saying "the misters", Christian first laughed and then showed that the plural formation was impossible in this case (Christian, VC 251)
3, 00:36:20 to 00:36:52). When a student said in another instance: "There is two conductors in the train", he again got them to correct "are" and then he said "no" (Christian, VC 3, 00:38:56 to 00:39:57). In part of one lesson, he revealed, he told the story of an FBI detective, Mr. Pinkerstone, when he wanted a name for the pink rod. He commented in relation to this incident that he liked to have his share of the fun too (Christian, AC 13, A, 140-152). Being a perfectionist himself, he said, he stressed the fact that he does not want to accept mediocrity in the classroom. Having a background in co-counselling he tries to address students from a different level where they are capable of doing more than they imagine (Christian, AC 17, A, 300-324). Christian thus uses a strategy that all the Silent Way teachers reported using: he works on correcting the structure of the utterance before showing any reaction to the content. This is one indication of the artificiality of the Silent Way since in real life communication partners would first react to the content before correcting the structure. Christian therefore acts in accordance with Gattegno's model which states that learning a language in a classroom is always an artificial situation.

Like Christian, Glenys reported that she quite often sits down and waits patiently for the production of a sentence (Glenys, VC 7A, 00:00:43 to 00:01:12). She then reacts to the structure of the produced sentence. In order to be certain about the structure, she may get students to repeat a sentence (Glenys, AC 7A, A, 053-071). It also helps the other students to be more involved if they know exactly what the first student said. Because different mistakes require different work she suggested that she likes to make sure that she heard the word properly (Glenys, AC 7A, A, 053-071). To get them to repeat a word or sentence she may hold her hand behind her ear to show that she did not quite understand them or that they simply need to repeat it again (Glenys, VC 7A, 00:01:51 to 00:02:00). She considers gestures to be less intrusive than words (Glenys, AC 7A, A, 158-169). She said that one responds to a statement on an intellectual level but to a gesture on a feeling level. Using a gesture, she argued, addresses the attribute of perception while using a statement addresses the attribute of the intellect. In both instances she addresses the self. She reported to use a variety of techniques to address different people (Glenys, AC 7A, A, 158-184).
Glenys explained that when she gives verbal instructions she speaks to them in French because she wants them to concentrate on the content of her instruction and not on the structure (Glenys, AC 7A, A, 203-231). This was the exact opposite of what the Silent Way teachers want from the students. There they almost exclusively concentrate on the structure and not on the content. She reported that when she thinks that the directions in English will not distract the students then she uses them more frequently. Giving directions in French and working on the language in English helps the students to distinguish clearly between sentences they have to work on and sentences they need to listen to as instructions. Some students may otherwise think that what is said in English was something that needs to be worked on (Glenys, AC 7A, A, 203-231). The students noticed this distinction:

Moi, j’ai remarqué que le professeur nous parle jamais en anglais. Au début, je croyais qu’on entendais tout le temps l’anglais- peut-être dix fois elle disait ça en anglais, mais jamais une phrase en anglais (S 5, Students 2, AC 6A, A, 149-153).

The students were obviously quite surprised that they learnt English despite hardly ever hearing it from their teachers. Despite the fact that they had no comprehensible input, they learnt English the way it is used by native speakers. Glenys, for instance, commented in relation to this that her aim is to produce authentic English and that is what she does when she shows the more economical way of saying something (Glenys, AC 7A, 354-374). She does this, she reported, by moving her hands closer together (Glenys, VC 7A, 00:02:20 to 00:02:34). This applies to the pronunciation and structural level of the language but also to the appropriateness of the situation (Glenys, AC 7A, 354-374). She also emphasised sticking to the truth as one way people use language. She may talk about things that appeal to the sense of imagination but that does not contradict the sense of truth because for that time everyone agreed on giving another significance to the rods (Glenys, AC 7A, 397-423). She reported that people use language to talk about the truth of a situation and that is what she tried to create with the rods (Glenys, AC 7A, 397-423). She reported that she shows them again and again that pronouns are a common way to economise in a language. She also shows through her own hesitation at times that there is no way
language can be defined once and for all. Language, she said, depends on the way one interprets the reality of a situation (Glenys, AC 7A, 438-452). In realising this she suggested that she gives them an example of this by her going inside herself to find out how the language worked in a particular instance. The students can then see that when they ask a question the teacher does not consult a book but goes inside to check how something works. It alleviates them, she argued, from the pressure of having to know everything if they see that their teacher, even as native speakers, are not always sure about the language (Glenys, AC 7A, 464-485).

Glenys reported that she constantly looks around her class to see if everyone is working or if they look blocked in some way, so they cannot work. She stated that she only does something when they look lost not when they are looking at a chart or inside themselves (Glenys, AC 7A, 492-514). She reported that she likes to use parallel expressions so they can go from what they know to what they did not know. Because synonyms never have exactly the same connotations, the students can then work out the differences (Glenys, AC, A, 512-538). If she needs time to find a solution to their problem, she said, she shows them by producing a fake "ah" sound so they do not feel abandoned. If they do not know what a teacher is doing they find even a short time a waste of time (Glenys, AC, A, 540-563). When someone has a point that the others do not understand, she said, that she tries to create the situation that provokes that sentence. If she can start from something that had already been brought up before she will do so because it is more efficient than creating a new situation (Glenys, AC, A, 573-592).

Glenys, like all the Silent Way teachers, reported that she opts for minimal corrections first. She reported that often it is enough to just indicate that there is a mistake for students to find it (Glenys, AC, B, 620-641). She may indicate to them a word on the chart and then signal to them that they should continue the sentence (Glenys, VC 7A, 00:09:51 to 00:10:17). Like Christian she reported that she corrects the structure first before reacting to the content. When one student said, for instance, "If you want" as a direct translation from the French "si tu veux" she asked "In English?" before reacting to the content of the previous sentence (Glenys, VC 7A, 00:17:43 to 00:18:05).

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Donna appeared to use very similar techniques to the other teachers. She may indicate that someone made a mistake by just saying "It is not English" (Donna, VC 5A, 00:01:40 to 00:01:51). As a Silent Way teacher she suggested that she addresses the attributes of the self that she has made herself sensitive to (Donna, AC 8A, A, 220-241). She said that the individual differences between teachers may be dependent on the attributes each one can relate to in the students (Donna, AC 8A, A, 245-263). She reported that she is particularly sensitive to self-criticisms and tries to free students from their interfering self-judgements.

In one instance, a student called himself an idiot and she answered that one had the right to be an idiot (Donna, VC 5A, 00:06:36 to 00:06:54). The student then found the correct sound, because her permission to sometimes be an idiot freed him from his psyche interfering at that time. By showing him that there was no judgment on her behalf, she asserted, he was freed from the obsessions of the psyche (Donna, AC 8A, A, 290-314). However, she said that she is particularly prone to self-criticisms herself. When a student did not get the right sounds she said that she could observe herself listening to her own psyche which passes judgments on her teaching capacity. She realised that her self-criticism is a sign of psyche at the helm (Donna, AC 8A, B, 725-741). She then focused back on the task at hand which was how she could make him understand the way the past tense pronunciation differed (Donna, VC 5A, 00:13:59 to 00:14:35). It was remarkable, as the video data showed, that Donna as a person was particularly sensitive to her own self-criticisms and very aware of her students' self-criticisms which she managed to deal with quite successfully. While this might be observed in other language teaching methods, it is fundamental in the Silent Way.

Donna commented on the difficulty for the Silent Way teacher to decide when to drop a topic and when to push on until mastery is achieved (Donna, AC 8A, B, 821-843). When she fails to provoke an awareness, she said, she considers herself to have done a bad job. Most of the time, however, she had very good reasons though to give them some part of the information (Donna, AC 8A, B, 912-935). She may have ordered her corrections and supplied one answer to concentrate on the more important issue at hand (Donna, AC 8A, B, 916-935). She reported that she judges her lesson as bad when she feels that she has taken the easy way out. She applies the same criteria to herself as she expects of her students (Donna, AC 8A, B,
She reported that if she wants other students to say a sentence she may just hold out her hand so they feel invited to produce a statement. She tells them distinctly how she hears something. She then gives them ideas of what they could do to make it sound better. She gave feedback on what she heard by saying, for instance, "Mets-les ensembles" or, "Moi, je les entends toujours séparés" (Donna, VC 5A, 00:35:47 to 00:35:58). She never modelled but indicated to them what they could do to get it right (Donna, VC 5A, 00:38:43 to 00:39:22). Donna displayed a perfectionism that is more or less typical for all Silent Way teachers because their focus is to establish a correct core of the language. In comparison to Christian she tried to achieve her ideals in a more subtle way.

Roslyn seemed to be the most directive of the Silent Way teachers. In the stimulated recall interview, Roslyn reported that she had a very clear idea about what she wanted to teach the students in that session. When the students were asked, for instance, to give her a verb, they suggested one that she could not work with at that time. She rejected the verb and then asked for another one. In that instance she did not let the students' awareness determine her reactions (Roslyn, VC 7, 00:03:34 to 00:04:05). In another instance, she told them what needed to be done to make the sentences negative and gave them the black rod as a symbol of the negative (Roslyn, VC 7, 00:43:05 to 00:44:11). She commented that the actual work was all taking place through questions but in reality she gave a lot of instructions and just asked for the students' approval of her decisions (Roslyn, AC 19, A, 173-194). During the exercise there were a number of solutions she suggested to them (eg. Roslyn, VC 7, 00:38:51 to 00:39:07). She gave them some awarenesses they could have come to in their own time. Her explanation for not having given them sufficient time to come to the awarenesses themselves was that she had only two hours for this exercise instead of the usual three (Roslyn, AC 20, A, 109-121). She commented that the work was badly done because she needed to economise on time (Roslyn, AC 19, B, 807-818). She judged herself negatively for not turning problems into challenges (Roslyn, AC 19, B, 920-936). She commented that she would not consider this to be good Silent Way teaching but would consider herself to be producing satisfied customers (Roslyn, AC 19, A, 1004-1021). She admitted that it would have been more beneficial if students had had the chance to work every rule out for themselves.
Other teachers had similar situations in which they passed on knowledge instead of provoking awareness. Due to the reduced time Roslyn had for that particular exercise, her lesson that was used for the stimulated recall interview showed more instances of this type than was evident in her other lessons. This lesson just proved that awarenesses take the time they take and wanting to achieve a certain goal within a limited time is not possible in the Silent Way without compromising on the quality of awarenesses. In Silent Way teaching there is thus not necessarily more time needed to achieve certain aims, time is just not as predictable and controllable.

Roslyn encouraged her students to change the rods' positions on the verb chart and then to see what the changed structure looked like. When a student pointed out that the middle line makes a difference she just repeated: "So you think this makes a difference?" (Roslyn, VC 7, 00:09:26 to 00:09:47). She did not give him an answer, she reported, because she thought that this was a question that needed a bit more mulling over at that stage (Roslyn, AC 19, A, 374-392). When the students did not know where to put rods as symbols of tenses she went over the existing structures again to help them become aware of the pattern and of what was still missing (Roslyn, VC 7, 00:12:36 to 00:13:28). If students had different ideas to what she had in mind she let them do what they wanted to do because she argued that behind every desire to change something there had to be an awareness (Roslyn, AC 19, A, 401-421). She went around the verb charts in definite orders so that she could force the awareness she had in mind.

More than the other Silent Way teachers, Roslyn worked with the rhythm of the language. She used gestures to show the beat of the English language (Roslyn, AC 20, A, 414-425). She tried to transmit the rhythm of the language by shaking the students' hands in the rhythm of the sentence. She shook students' hands to get them to feel the particular rhythm. Having a background in music, she stated, helped her to establish the link between the rhythm of the language and the particular rhythm of the student (Roslyn, AC 20, A, 414-425).
9.5. Summary on Silent Way teaching

The above section showed that individual differences between the Silent Way teachers' strategies existed despite overriding similarities. These differences can be explained within Gattegno's framework as being related to the attributes of the self. Silent Way teachers may be in touch with certain attributes more than with others and therefore address them to varying degrees in their students. Outside of Gattegno's framework, these differences can also be interpreted as the result of personality traits that colour the translation of Gattegno's ideas. As a general observation, it seems remarkable how similar the Silent Way teachers were, as the second group of students noticed when they commented that they would not be able to tell the difference between the teachers if they were blindfolded (S 10, Students 2, AC 6A, B, 608-620). These similarities show a very uniform interpretation and application of Gattegno's Model. This uniformity is to a large extent ensured by the Silent Way teachers' objective to subordinate teaching to learning.

9.6. Subordination of teaching to learning

According to Christian, subordination of teaching to learning happens when one realises that there is only learning in reality (Christian, AC 7, A, 277-286). Subordination, it was asserted, requires the invention of new material from one moment to the next (Roslyn, AC 8, A, 485-490). Sensitivity to students was mentioned as a main prerequisite for subordination (Glenys, AC 3A, B, 974-984). Roslyn suggested that teachers go with the flow, see what happens next and therefore cannot prepare themselves except by being present to the situation. They have to accept the fact that the Silent Way lesson is unpredictable and that this requires letting go of control (Roslyn, AC 15, A, 211-223). For Donna, subordination means letting students decide what to learn and at what speed to learn it (Donna, AC 4A, A, 278-294).

Roslyn explained the 'unit of subordination' in detail. The second stage of learning, she asserted, involves making a trial and getting feedback from the environment, either from other students or the teacher. If the teachers furnishes feedback to the student then this completes the student's cycle.
This, she argued, represents one unit for the student. The teacher can never be absolutely certain that she has really understood what this trial is. Her feedback is therefore a trial for her and the student's next trial is feedback for the teacher on her trial (Roslyn, AC 19, A, 360-373).

Teachers sometimes noted down in a class book what they had taught and sometimes they wanted to continue their own "subject". One teacher started her lesson with time lines and wanted to continue the work the next day. If there were lesson plans they were only very rough ideas and teachers still subordinated in the lessons (Christian, AC 17, A, 025-034). It was suggested that teachers may feel their way through the lesson. One teacher said, for instance, that he "played the whole story by ear" (Christian, AC 17, A, 118-125). He let students finish their sentences and waited to see whether they could correct themselves before he intervened (Christian, AC 17, A, 281-296). Teachers, he argued, do not give anything the students could produce themselves, because that is the only way the students can learn (Christian, AC 17, A, 321-342). In their teaching, he asserted, the teacher sometimes may give an impulse and then just go along with how it develops (Christian, AC 17, A, 546-552). The Silent Way teachers, however, seem to have varying degrees of ease with this approach.

Roslyn once introduced a lesson by saying that they were going to work on verbs (Roslyn, VC 7, 00:00:00 to 00:00:39). In one incident, she told the students that they needed to change the colours at a later stage and then did it before they knew why (Roslyn, VC 7, 00:03:34 to 00:04:05). Sometimes there was a justification when she said that she gave them information when she indicated where the tenses were (Roslyn, AC 19, A, 512-527). Donna was more self-critical. She said that the time of intervention is sometimes justified by the lack of criteria these students have (Roslyn, AC 19, A, 512-527). Teachers said that as Silent Way teachers they should work on the students' criteria, but that as teachers of the CLA they cannot afford to spend the time necessary because the CLA wants to produce satisfied customers (eg. Roslyn, AC 19, A, 516-527).

Students liked the fact that they could discover by themselves the mistakes they made and that the correction often comes from them (Students 1, AC 16, A, 207-218). They did not feel in control when the rods were used more often than they wanted. One student said that she felt "restricted" by the rods
(Students 1, AC 16, A, 451-458). They also felt that the teachers sometimes stayed too long with problems so that they did in fact not determine the speed of learning. At the same time they did not want to take the initiative to manipulate the rods themselves because it is more "comfortable" to have the teacher set up the situation (Students 1, AC 16, A, 462-468).

9.6.1. Summary on subordination

In summary it can be noted that Silent way teachers tried to subordinate at all times during their lessons. Due to time restraints and the economic consideration of the CLA they felt sometimes forced to compromise their ideals. If they had the choice to subordinate but failed to do so because of their own impatience or lack of imagination they tended to judge their work as bad and admitted openly that they should have provoked more awarenesses instead of delivering knowledge. Being very aware of their teaching aims gave teachers the criteria to assess their performance realistically and to improve it all the time.

9.7. Conclusion

Teaching a language the Silent Way aims at making students proficient in that language. In this respect, the Silent Way is no different from other language teaching methods. However, the ways and means of achieving this aim, it was asserted, were very different from other methods.

The Silent Way is, according to Gattegno, based on the concept that learning is only possible when the self is at the helm and the learner is aware of what needs to be learned. Silent Way teachers thus aimed at getting students to put their self at the helm and to take responsibility for the language they produce. The focus in the observed Silent Way lessons was on making students aware of the structure of the language, the intonation, the correct pronunciation so students could develop inner criteria with which they could judge their own language production independently.
Silent Way teachers subordinated their teaching to the students' learning which implied that the teachers reacted to the students' utterances or sentences. As soon as they noted a mistake in the student's sentence, they worked out which aspect of the language the student was not yet aware of and then took steps to ensure that the necessary awareness could take place. The Silent Way teachers did not supply the correct answer, instead they showed the student where the mistake was and allowed her/him to come up with the correct version.

Teaching a language the Silent Way thus implied taking an educated guess about the type of mistake the student had made and then finding ways of forcing the awareness necessary so the student can correct the mistake. Silent Way teachers reported to use different internal checklists that are part of Gattegno's model to make educated guesses about the student's stage of learning.

The Silent Way teachers reported that they could not be completely sure whether their guess or hypothesis was completely correct, because there was never a verbal communication between teachers and students about the mistake. Only when the student produced the next sentence as a consequence of the awareness forced by the teacher, could the teacher know whether the hypothesis was right or wrong. The next move from the teacher followed again as a reaction to the student's production. This movement between teacher and student continued until the sentence was correct. The cyclic and flexible nature of Silent Way teaching became again apparent in this movement between teacher and student.

The Silent Way teachers worked with concrete utterances and sentences produced by students. Language rules were never given or discussed, students did not need to learn grammatical terms. They made their own deductions about the ways the language functions. The visual support of the rods and charts helped students to recognise the patterns of the language.

Since Silent Way teachers taught according to the needs of the students, they had to be alert and aware. They did not reiterate grammar rules or use exemplary sentences that most language teachers know by heart. They could not predict which sentences the students would produce and needed
to develop creative solutions to linguistic problems on the spot. Teaching a language the Silent Way thus required teachers to have their self at the helm and to be comfortable with the unpredictable nature of a lesson.

The students of this study became increasingly aware of the language they used and the sentences they produced. They did not always like the fact that every little detail of their sentences was worked on until it was correct. They also feared that learning a language this way might give them a good core of the language but that they might be limited in their capacity to express themselves. As time went on in the course it could be noted that they had more and more inner criteria with which they could judge their own production. They reported that being allowed enough time to find their own mistakes helped them establish the automatism to check their language.

The students also reported enjoying the undivided attention of the teacher when they produced sentences. They were pleased with their achievements and liked the high level of involvement that was generated through this approach. The positive energy in the classroom that made learning enjoyable even after long hours of concentration can be seen as the proof that teachers achieved their aim of getting the students to put their self at the helm. More will be said about the ways in which the students experienced learning a language the Silent Way in the next chapter.
ASPECTS OF LEARNING A FOREIGN LANGUAGE THE SILENT WAY

10.0. Introduction

The previous chapter reported data that looked at Silent Way teaching predominantly from the teachers' perspectives but also reported on how students experienced aspects that related to the teaching as such. This chapter reports data that relate mainly to the learning experiences of the students. The chapter starts by reporting the views of Silent Way teachers about learning and learners. This seems to be of significance because their perspectives on how languages are learned determined the way they taught.

The next section begins with a more general summary of the students' experiences and then moves on to report data related to the students' assessment of specific aspects of the Silent Way. The attitudes students displayed towards the materials will be explored. The chapter then reports data that give an indication of the learners' motivation, their energy levels, and their relationship to their own autonomy. The way learners experienced the classroom climate will be reported. Any other data related to previous language learning experiences or how students' attitudes changed as a consequence of the learning experience with the Silent Way will conclude this chapter. While this chapter concentrates mainly on the perspectives of students, it is impossible to report student data in isolation because their views only make sense in relation to the teachers' perspectives. Silent Way teachers' statements will therefore sometimes be reiterated to serve as a background from which students' statements can be interpreted. In this chapter there are more comments from Roslyn and Christian because they spent more time talking about these issues.
10.1. The teachers' views on learning a language the Silent Way

The Silent Way teachers claimed repeatedly that learning a language the Silent Way leads to many different positive effects that go beyond the acquisition of the language. Roslyn, for instance, claimed that the Silent Way puts people in contact with English as a way of expressing their feelings (Roslyn, AC 8, A, 231-249). For her, the Silent Way is connected to the reality of the situation which means that the students can relate in more concrete ways to the language they learn (Roslyn, AC 8, A, 250-263). Christian mentioned that there is an inherently positive attitude to the learner in the Silent Way. Christian explained that the French word for "to teach" is "enseigner" which means "to give signs" (Christian, AC 1, A, 334-343). For him this characterises the relationship between the Silent Way teacher and the student. Instead of giving information, the teacher indicates the directions students have to take to be successful in their learning. The learning the students do is then up to them. He stated:

There is only learning and teaching is a bit of an illusion, but if there is only learning in reality, of course, I am a teacher- it's true, but if the reality is that there is in fact only learning and I am with the learner helping him with his learning then he is very likely to get somewhere but I know that (...) I am indicating constantly where if you go that direction perhaps you will meet the problem that will help you to meet the next problem by resolving each one. It's a bit like an image where there is a river flowing and I put boulders in front of the river and that helps them to confront and to see (Christian, 1 A, A, 334-343).

This view of the learning process shows that it is the teacher's responsibility to indicate, to give signs, where students have to go to confront and overcome the next learning obstacle. Sometimes this means giving indications about the language, sometimes it implies helping students get in touch with attributes of the self. Some of the students, for instance, came to learn English out of necessity and were originally not intrinsically motivated. As the Silent Way teachers saw it, these students needed to use other attributes of the self, such as will to make up for their lack of passion and
curiosity. If the necessary energy is mobilised they may get in touch with their passion and curiosity after a while. As Christian said, curiosity is one of the motivating forces in the learning process (Christian, AC 12, B, 1143-1150).

All the Silent Way teachers commented that learning is the responsibility of the students. Christian, for instance, stated that after a certain time of correcting students' mistakes he points out to the students that it is their responsibility to watch out for a particular trap themselves. He explicitly gives them the sole responsibility to correct themselves in the future (Christian, AC 13, A, 1410-1421). Indicating the moment after which they would no longer be corrected, he asserted, helps students to become more attentive to their own particular problems. Further, as another teacher described, as students move on in the course, they develop an internal checklist that makes them more independent in their learning (Glenys, AC 1A, A, 483-492). As Roslyn said, students have to take responsibility for their learning because no one else can develop the criteria for them so they become proficient in the language. Teachers, she argued, must strive to increase the students' acceptance of their responsibility (Roslyn, AC 14, B, 695-705).

Christian mentioned that the truth is that he is the teacher but in reality there is only learning (Christian, AC 7, A, 267-276). In reality, he said, the teacher learns more about his/her students, while the learner learns the language and in some cases learns more about himself/herself. For him, this understanding resulted for teachers from the subordination of teaching to learning (eg. Christian, AC 7, A, 277-286). Christian stated that the teacher needs to look after her/his end of the relationship which implies giving the students the best attention possible, to function as a discipline for them and to find possibilities to do the necessary tasks to produce the language (Christian, AC 7, A, 399-434).

Christian reported that he often explains to students their responsibilities as learners which is to be as present and perceptible as possible to what is going on in the classroom (Christian, AC 7, A, 419-434). This expectation of students to be as present as they can possibly be was also pointed out to them in the beginning of the course in the form of a leaflet they obtained (see Appendix 14). This leaflet explained that the students' main task was to
be present to what was going on in the lesson. It was argued that learning would follow from there. Christian explained that for both sides the major responsibility is to be present and attentive. Thus, teachers refuse to do a job a student can do but they draw the students' attention to the ways in which they have to change their established habits if they want to learn well (Christian, AC 7, A, 459-469).

A playful attitude on the part of students was seen by the Silent Way teachers as conducive to learning (Christian, AC 7, A, 459-469). Christian said that good learners alternate between listening to themselves and listening to others (Christian, AC 7, B, 704-712). Concerning this aspect he made several points. Silence is important in this connection because silence is needed for listening in either case (Christian, AC 7, B, 713-724). Bright students are wise in their use of energy. They employ the right amount of energy to achieve their desired aims. They do not overextend themselves but also invest energy when they need to (Christian, AC 7, B, 731-747). Being capable of judging the right amount of energy required is for him a question of personal development. Because investing energy into learning is a totally individual decision, he argued, the teachers cannot do the learning for their students (Christian, AC 7, B, 767-777). As Roslyn suggested, only if students are willing to invest the necessary energy can they expect to get the results (Roslyn, AC 14, A, 493-497).

For some of the teachers, learning a language means allowing one's personality to be modified by the language (Roslyn, AC 14, A, 552-571). All the Silent Way teachers stated that good language learners work to develop criteria and try to understand what the limits are of a language phenomenon (eg. Roslyn, AC 14, B, 623-634). Further, the Silent Way students, Roslyn argued, test the boundaries, make experiments and explore the field until they know the applications of the language and then automatise them (Roslyn, AC 14, B, 635-654).

Teachers, Christian asserted, have to respect and work with the varying degrees of challenges learners like to set for themselves (Christian, AC 12, B, 770-784). An important part of the learning process is to accept mistakes as opportunities for further learning. Christian reported that he often mentions to students that his attitude is that life is full of problems and that problems are our wealth (Christian, AC 12, A, 564-579). If language
learners can see the challenges of the language in such a constructive way they will not feel overwhelmed but welcome each new task. Christian stated:

I often say to my students when they start on the first day: "When a baby falls, has he made a mistake?" Of course, they are dumbfounded and they say: "Of course, it is not." And I say: "Learning to speak another language is the same as a baby learning to walk" (Christian, 1 A, A, 162-166).

This positive attitude to mistakes, he argued, encouraged students to make experiments with the language. All the Silent Way teachers reported that school students have often been trained so well to make sure that they do not make mistakes that they are the hardest to get the message to that they can only learn through mistakes (eg. Christian, AC 12, A, 1043-1051). In school the task is to show to the teacher the flawless production of the language. In the Silent Way class the emphasis is on the process of discovering solutions. Only if students admit their vulnerability and expose the reality of the present situation can they free themselves from counter-productive pressures to achieve (Christian, AC 12, B, 1092-1101).

Christian explained that competent learners are persistent in overcoming obstacles and are internally motivated to set new challenges for themselves (Christian, AC 12, A, 049-062). According to him, the satisfaction in learning comes when students realise that they become more and more competent in their language production (Christian, AC 12, A, 065-076). Being persistent, he said, is equated with a healthy tension that the students are willing to endure (Christian, AC 12, A, 167-179). Christian stated that this healthy tension leads to learning in the student who wants to find the solution by him/herself. The tension can remain as long as they do not give each other translations (Christian, AC 12, A, 180-183). Further Christian asserted that students need to treat each other as being capable of finding their own solutions (Christian, AC 12, A, 180-183). The aim for learners has to be an increasingly more sophisticated understanding of the way the language is used and an increased awareness of their own learning process (Christian, AC 12, A, 235-245). The interviewed teachers did not claim that becoming aware of one's learning process can come about only in Silent Way classes. The difference between the Silent Way and the more
traditional approaches to teaching, they asserted, lies in the emphasis on the learning process. Donna, for instance, explained the difference thus:

I think what I can see in what happens is that what we are putting the accent on with this class, with this type of class is allowing them to examine and to use the way they learn, allowing them to look at what they are doing as learners and make it better, if they need to refine their learning process or become a bit more aware of their learning process in order to make it better then they can in this class whereas in other methods the students, I think are doing the same thing, it's just that there is no accent put on it. The only way you can learn is to do what the students are doing in this class. The best students in other methods do the same thing but the teacher does not see it. And the students who fail are the ones who aren't good at it, good at using their learning process (Donna, AC 2A, A, 118-149).

Successful learning is thus not seen in terms of linguistic achievement but in terms of awareness of the personal learning process. Being a good learner in this sense leads necessarily to positive results in the language. Christian mentioned that Silent Way learners increase in confidence to solve other problems because they have the experience of having managed to solve language problems (Christian, AC 12, A, 379-387). In his opinion, the book "The Magic Eye" that presents three dimensional pictures on two dimensional paper, shows how an attitude of relaxation, receptivity and trust is needed to see the three dimensional picture. This is the attitude Silent Way learners need to have, asserted Christian, to the language (Christian, AC 12, A, 415-424). If language learners are too mental in their approach to the language they get tense. The solution is to experiment with the language and to put it into concrete examples. Learners have to trust that the phenomenon will reveal its own awareness (Christian, AC 12, A, 488-494). Christian explained that learning involves the constant alternation between tension and the release of tension. In his opinion it is therefore beneficial for teachers to be learning something new themselves in order to remember what this tension feels like. Teachers need to remind themselves of the internal learning processes through personal experiences in order to empathise with their students (Christian, AC 12, B, 1102-1112).
All of the Silent Way teachers claimed that learning a language the Silent Way can lead students to deep experiences of internal well-being that go beyond mere language learning (eg. Roslyn, AC 14, A, 337-344). When students put, she argued, their selves at the helm they mobilise their internal energy and feel healthy and well. The enjoyment of this internal state of well being motivates them to learn more. These claims were generally supported by the students' accounts, as will be shown below.

In the framework of the Silent Way, it was asserted, the students' responsibility is to try different things and to make experiments (Roslyn, AC 14, A, 462-471). Students have to become disciplined learners which means it is easier for beginners to get used to the Silent Way techniques (Roslyn, AC 14, A, 473-482). Like all Silent Way teachers, Roslyn stated that students need to be attentive to what they are doing. They cannot just say anything that comes into their minds. They need to be aware of the statements they produce (Roslyn, AC 14, A, 484-492). Only when the students are aware of what they are saying can they also be aware of their mistakes and improve on their language production.

According to the teachers, while most of the learning takes place during the lessons, a large part also takes place during sleep. Teachers reported that they actively incorporated Gattegno's understanding of sleep into their teaching (Roslyn, AC 15, A, 290-309). They asked their students whether they were dreaming in English to get an indication whether they were using their sleep to work on the language they learned during the day and more specifically to indicate to the students that they can actively use their sleep. Dreaming in English, Roslyn asserted, means they are drawing on past learnings that need to be modified by the English they are presently learning (Roslyn, AC 14, A, 532-548). Roslyn argued that good learners go through their previous learnings and allow the new to remodel the old (Roslyn, AC 15, A, 411-413). However, because their attention in class has to be on the new material, this remodelling, Roslyn asserted, has to be done during sleep otherwise they are not present to the learning situation (Roslyn, AC 15, A, 419-429). The learning process, the challenges students can accept, the time they need to mull over a phenomenon, the speed at which they remodel during sleep are individually so different that Silent Way teachers need to respect these differences in their teaching (Roslyn,
AC 15, A, 519-528). Silent Way teachers mentioned that during sleep the students remould their previous knowledge of English into the new (Roslyn, AC 15, A, 401-407). Learning is not seen as an additive process where the new is added to the old. Then the previous learning would not be changed. According to Roslyn's experience, what takes place is a constant remodelling process. The students go fishing for the old during sleep. When the old does not correspond to the new it gets remodelled so it corresponds to the new (Roslyn, AC 15, A,320-337). The Silent Way teachers reported to make the concept of sleep explicit to students to help them in their learning (Christian, AC 7, A, 492-515). They mentioned to their students that a lot of learning takes place during sleep and that students can therefore take a relaxed attitude if they do not understand something immediately.

Silent Way learners, the teachers stated, have to be kept on the cutting edge of what they know, which means they are always in the space between the known and the unknown (Roslyn, AC 15, B, 613-628). That is the only space in which learning can take place. Silent Way teachers try to put students into that space and to keep them there (Roslyn, AC 15, B, 613-628). Roslyn argued that for learners that space is unsettling and exhilarating at the same time. It is the students' job to explore that space and to go as far as they can. The importance of making this mechanism and these expectations explicit to students was mentioned by teachers several times (Roslyn, AC 15, B, 724-742). However, explanations like these were mainly given in coffee breaks rather than in the course itself.

10.2. The students' views on learning a language the Silent Way

Learning a language the Silent Way does not involve much writing. Students mentioned, however, that they often understood a word only when they saw it written on the board. This meant that they sometimes worked on the pronunciation of words that they did not even understand. Students reported that they sometimes felt frustrated when they wanted to understand the meaning of a word but were not given the written version (Students 1, AC 16, A, 038-039). While some students classified themselves as aural learners who could learn words through the sound combination, others felt lost if they did not see the written word (Students 1, AC 16, A, 131-139).
Seeing the word written, however, was seen by other students as leading them away from the correct pronunciation (Students 1, AC 16, A, 131-139).

All students confirmed that they were always actively thinking with the one who did the work in front of the class (Students 1, AC 16, A, 066-083). They formulated the sentences in their heads. When they did not have the criteria whether something was right or wrong they sometimes repeated another student's mistake (Students 1, AC 16, A, 084-099). They found it very useful to have the teacher ask them whether they were sure about a statement or sentence they produced because it helped them revise what they had just expressed. It jolted them into paying more attention to what they were saying and taking responsibility for their choices (Students 1, AC 16, A, 084-099). They commented on the individual differences they noticed amongst themselves. They realised that some students filled the silences faster than others, that some could find the right intonation by themselves whereas others needed a model. They explained the differences by the individual's level of confidence and personality (Students 1, AC 16, A, 398-408).

The students had the impression that they were internally making sentences all the time and felt that they had done much work at the end of the day. When they looked at the video, however, they were surprised how little they actually said. The video showed them that more learning took place internally than was obvious externally (Students 1, AC 16, A, 497-512). The second group of students confirmed the experiences of the first one. They also tried amongst themselves to find the right pronunciation or sentence structure (Students 2, AC 6A, A, 034-037). They compared their responses amongst themselves (Students 2, AC 6A, A, 068-089). However, in contrast to the first group they were more inclined to take charge themselves and to get away from the teacher centredness (Students 2, AC 6A, A, 041-051). They said they were all actively involved in finding the solution to a language problem (Students 2, AC 6A, A, 068-089). They worked internally for a while, then they expressed their solution to see if they were right. This way they could correct themselves (Students 2, AC 6A, A, 068-089). They reported that they experimented amongst themselves and then suggested the solution to the teacher once they were sure of their answer. One student explained the process thus:
On fait une expérience entre nous pour après la dire au professeur une fois qu'on est directement sûr de la réponse. Ça intervient plus souvent quand le professeur laisse un peu planer le doute ou laisse un instant interrogatif. A ce moment-là, chacun essaie finalement proposer sa solution ou essaie d'exprimer, des fois, à voix basse, sa phrase (S 10, Students 2, AC 6A, A, 093-100).

This quote shows that the space for exploration that learners had in the Silent Way helped them to reflect. They could come up with more solutions when the question was left unanswered (Students 2, AC 6A, A, 093-100). They liked the fact that they could choose the topic and could discuss amongst themselves what the correct solution might be (Students 2, AC 6A, A, 110-112). They thought that each situation was beneficial to all of them. Student 7 stated:

C'est-à-dire que, chaque situation, finalement, profite à tous. Bien que ça soit quelqu'un qui s'exprime ça profite aux autres en même temps parce que chacun a fait le travail aussi (Students 2, AC 6A, A, 122-125).

This quote shows that, if one person invested the effort to do the work then all the others benefited from that work as well. The students were aware that this way of learning demanded more effort of them but that this also led to greater learning (Students 2, AC 6A, A, 192-203). They were convinced that what they learnt would remain with them in the future, especially since they knew how much they had forgotten from their previous instruction (Students 2, AC 6A, A, 204-221). They liked the fact that they could experiment with the grammar and also with their own personal limitations (Students 2, AC 6A, A, 192-208). They mentioned that they preferred the Silent Way to other teaching methods they had come across (Students 2, AC 6A, A, 215-221). And they thought that the previous learning was most of the time more of a hindrance than a bonus because it taught them unproductive learning habits (Students 2, AC 6A, A, 223-232). They realised that they had bad pronunciation and sentence structures that were well established in their minds because they had not been worked on by previous teachers. One student who had just completed a three week beginner's course with the
Silent Way praised the fact that she did not have the same bad habits as the others who had learned English before with other methods. She stated:

Ça empêche. Moi j'ai jamais fait d'anglais, et j'ai donc fait trois semaines ici, par ce système-là, donc ces 15 jours-là. Je suis toute neuve dans l'anglais et au point de vue de la construction des phrases parce que la prononciation je l'ai apprise, je n'ai pas de déformations. Pour la grammaire, j'ai appris aussi pareil avec les rods à construire une phrase convenable et il me manque du vocabulaire (S 1, Students 2, AC 6A, A, 223-232).

This student considered herself fortunate to not have established bad habits through previous instruction. In contrast to the other students she was shown from the beginning how to use the language the way native speakers use it. The students liked the fact that they were shown the more economic ways of saying things because, according to them, that is how the language works and how native speakers express themselves (Students 2, AC 6A, A, 235-242). Since language for native speakers is triggered by the situation of that moment, it was the aim of the Silent Way to make students retain but not remember (Roslyn, AC 15, B, 1085-1099).

All students liked the visual support of colours and the corresponding sounds that were used in the Silent Way (Students 2, AC 6A, A, 372-380). Even when the teacher just used the white cubes to indicate the word order, when there were no other colours involved, it helped the students to have the mistake visually indicated (Students 2, AC 6A, A, 387-396). Once they knew that they had made a mistake they went through a mental checklist of what they could have done wrong (Students 2, AC 6A, A, 418-424). They often used a cognitive process of elimination to find the right structure. Some actually used the grammatical knowledge they had from previous language instruction to see what word category their mistake belonged to. In those instances previous knowledge helped their present learning. Student 1, for instance, explained:

Il faut avoir compris la nature des mots, si c'est un verbe, si c'est une préposition, si c'est un pronom démonstratif. C'est
This was one instance where the student's previous learning served her well. In other cases, students' past learning experiences had rather disturbing effects on their present learning. One student, for instance, considered himself to be traumatised as a student of English due to his bad learning experiences in a catholic school. He said that the Silent Way course was good fun, it encouraged him to talk to English native speakers, even though he feared that he might not always understand them (Students 2, AC 6A, A, 558-578). Another student mentioned that he talked to himself in English whenever he could because the Silent Way course had such a motivating effect on him that he wanted to practise by himself in his spare time (Students 2, AC 6A, A, 558-578).

In general, the students commented about their Silent Way learning that there were frustrating moments, but that they were motivated to learn because they could see the progress they made. They also stated that they worked almost without knowing it (Students 2, AC 6A, A, 528-530). They felt proud of themselves and confident that they managed to learn so well (Students 2, AC 6A, A, 550-551).

After a few days of the Silent Way course a remarkable shift in learning habits could be observed in students. If they were completely unsure about their sentences they considered it pointless to go to the charts and to do the work. When they knew the answer they also did not work publicly. But when they had a problem but also an idea then they volunteered to work to see what the solution was. The following quote by student 10 proved that the best learning took place in the space between the known and the unknown, as was claimed above. He stated:

Oui, ça dépend, quand on est vraiment largué, je n'ai pas envie d'y aller, parce que je ne sais pas de quoi je parle, de quoi je vais parler, alors que, quand je ne suis pas vraiment sûr, mais j'ai quand même une certaine idée, là j'y vais sans problème. Quand je suis vraiment sûr, je n'y vais pas. Je me dis: Autant que quelqu'un d'autre y aille (S 10, Students 2, AC 6A, B, 836-841).
This quote shows that the students used the opportunity to work publicly so they could understand the problem by working it through. In this respect they confirmed what teachers remark. They did not give answers to please the teacher but to explore uncertainties and to find the answer. Their deep involvement in the lesson became very obvious in one instance where they invented a whole story about a green rod. They decided that the rod represented "Jack", his profession was sheriff in Texas. They described details about his life. When at some later stage the green rod was used again, they all called out that this was Jack (Christian, VC 3, 00:32:18 to 00:32:33). This showed that they had been very attentive to the story that was developed in a joint effort.

The students reported that they never felt abandoned in their attempts to produce new sentences. Sometimes students felt completely lost and unsure. However, while they felt uncomfortable they also seemed to feel confident that the teacher would help them to find the answer. Rarely did they experience anxiety or panic (Donna, VC 5A, 00:37:42 to 00:38:12). The teachers moved closer to show they were there to help and to keep the attention up (Glenys, AC 3A, A, 302-315). If students were relaxed and did not need help, the teachers usually stayed where they were (Glenys, AC 3A, A, 302-315). In this way, teachers also worked only in the space between the known and the unknown, the same as the students did. Glenys stated that the students who were happy to work on perception and feeling were the more efficient learners, the ones who tried to make sense intellectually wasted their time if that attribute did not get addressed (Glenys, AC 3A, A, 312-328).

The students reported that they could tolerate silence more easily and waited patiently if they knew what was going on (Glenys, AC 3A, A, 558-573). They only became irritated when they felt left floundering not knowing what was expected of them. In one instance, Glenys tried to make clear that she was going to do something to help them and that she needed some time to get the drawing from the previous day. Students patiently waited for her because they were informed about her intentions (Glenys, AC 3A, A, 558-573).
After a few days of getting used to the Silent Way teaching the students started to behave towards each other in the same way as the teachers behaved towards the students. As the students felt more at ease with each other, they started to take the role of the teacher, working in the same way the teachers did, not giving answers but helping other students to find the answers for themselves (Glenys, VC 7A, 00:36:21 to 00:37:50). As time went on they got more involved in team work, one student saying words for instance while the other one wrote them (Glenys, VC 7A, 00:36:21 to 00:37:50). Teachers let this dynamic go on as long as it was productive. Sometimes a student still looked for help towards the others (Glenys, VC 7A, 00:37:26 to 00:37:50). The teachers did not interfere if the other students helped the student to find the answer, but they did not allow students to give others translations or tell them the answers (Donna, AC 8A, B, 1023-1036).

The best situation was one where the students experimented together until they found the correct answer. Once the material was understood the teacher devised exercises, set up similar situations with the rods and asked them to play a game to automatise the new learning (eg. Donna, VC 5A, 00:44:49 to 00:48:02).

If students had already been exposed to a certain situation before, they were asked not to provide the answers to the other students. Roslyn stopped one student, for instance, from giving the answers by explicitly forbidding her to speak unless she had a question (Roslyn, AC 19, A, 040-063). She wanted the others to have awarenesses which is only possible if they find out the answers themselves (Roslyn, AC 19, A, 385-397). The learners had to produce the answers that were in accordance with their own awareness (Roslyn, AC 19, A, 385-397). Students were encouraged to take charge and to represent a situation with rods for instance (Roslyn, VC 7, 00:02:14 to 00:02:33). If other students did not agree with the way someone else had represented a situation they did not discuss it intellectually but they changed the situation. When students move things or change things, Roslyn argued, as a consequence of their awareness and they do not verbalise their awarenesses, it forces everyone to tune into the other students' thought processes (Roslyn, AC 19, A, 454-468). This silent communication helps to create a bonding that is not based on personal sympathies but a tuning into the other person's mind. It also avoids conflicts if people move things around in silence. It is like a problem solving activity that everyone
joins in silently. In the Silent Way lessons there were many occasions when students were mentally joined in silence.

Some students were obviously more in tune with the group than others. Student 7, for instance, was completely unaware of where the others were at certain moments (Roslyn, AC 19, B, 943-958). She would ask questions that were unrelated to the topic at hand or make suggestions that had already been tried. Roslyn felt at times that she could not get involved with this student's preoccupations and often just "evacuated" the problem (Roslyn, AC 19, B, 963-973). Christian dealt with this student differently. He joked with her about her lack of attention, found it amusing that she was so "featherbrained" and got her in one instance to repeat something five times to make her present. The student seemed to respond much better to the more light-hearted, humorous approach.

According to Roslyn, learning pronunciation the Silent Way implies having to turn a visual image the teacher gives into an energy image that will help students to produce the correct sounds (Roslyn, AC 21, A, 331-352). For teachers, learning English implies that students needed to feel the beat of the language in their bones. Roslyn stated that she wants them to sense the rhythm of English so that when they come across new words they sense how to make the correct intonation (Roslyn, AC 21, A, 450-473). The main point students needed to understand about the Silent Way was that they could not ask intellectual questions because "learning that is based just on intellect does not anchor for long". Roslyn argued that this is the case because they try to remember it instead of installing it as a know-how (Roslyn, AC 22, A, 201-231). If they have a question they need to transform the question into a working hypothesis which means a sentence in English (Roslyn, AC 22, A, 201-231). Some students did not understand that whatever the topic they talked about, they worked on the English first and foremost (Roslyn, AC 22, A, 386-397).

To summarise it can be stated that, according to the teachers, learning a language the Silent Way requires getting used to different attitudes to learning and to new working habits. The teachers said on several occasions that most students who come to the Silent Way after previous exposure to other language courses had to learn to accept that the lesson offered the opportunity for them to experiment with the language, to test
their boundaries and to make use of the teacher as the person who could indicate where the mistake lies. In contrast to most school classes where the teacher judges the language production of the student, the Silent Way teachers utilised the students' mistakes to get information on what they needed to do next to help students learn. The study showed that students took a few days to understand this different approach to learning where mistakes were treated in a matter-of-fact fashion. Once they understood the objective of setting up learning situations so that other students could work out their mistakes, they found it easier to take on the role of teachers for each other. Another principle inherent in learning a language the Silent Way was not as readily grasped by students. Some students did not realise even by the end of the course that the Silent Way is not a communicative approach to language learning. The conversational content of the sentences was always secondary, what mattered was the structural correctness of the sentences, because the Silent Way is based on the premises that knowing how to use the language correctly gives students independence in then formulating sentences of any content. Some students seemed to be acutely aware of this learning aim, others, however, attempted until the very end of the course to turn the Silent Way into a conversation course. They attempted in vain to get the teachers to consider that the conversational content was more important than the structure of the language.

The next section will describe the students' reactions to the Silent Way materials. As was pointed out above, the teachers' perspectives will be reported to illustrate the differences.

10.3. Silent Way materials

The previous section showed that learning a language the Silent Way was not a universally enjoyable experience for all students at all times. The approach towards learning inherent in the Silent Way required some adjustments to well-established expectations students might have had of a language course. The Silent Way materials fascinated students in the beginning but reactions to them varied after a few days of instruction. The next section indicates briefly the role teachers attributed to the materials in
the learning process and then reports the reactions the students displayed to this unique feature of the Silent Way consisting mainly of Cuisenaire rods and sound and word charts.

All Silent Way teachers stated that using the Silent Way materials is not a prerequisite for teaching the Silent Way, in fact, they reported that they do not always use the Silent Way materials (Glenys, AC 1A, A, 371-384). The philosophy behind the materials is more important to them than the materials themselves. They reported that the Silent Way encourages the production of new materials as teachers need them. Donna, for instance, said:

The Silent Way doesn't close the doors to anything. There is material that could be seen as missing. There are no texts, the sentences and the pictures that exist at first view are boring, they're not interesting, but the Silent Way does not close the door to producing other things that are useful or that a teacher would feel would be more interesting for their students (Donna, AC 2A, A, 165-181).

As was pointed out several times by teachers, this quote shows that it is not the materials that characterise the Silent Way. The correct understanding of the principles behind the Silent Way will support the teacher in the production of new, appropriate materials. The Silent Way materials were seen by teachers as a support in their attempt to subordinate teaching to learning. However, teachers reported that the students often ask them whether they can get away from the rods. The teachers have to explain that the first aim is to get the students back in touch with the English they already know and the rods are a useful tool to "keep them tight" (Roslyn, AC 14, A, 518-529).

The students had different individual reactions to the materials; however, it was surprising to see that the first study group was in general more negative towards the rods than the second group was. Both groups reported that they got bored with the rods although they did point out the positive aspects of the rods, such as their simplicity and clarity. One student commented:
Quand c'est simple on est plus concentré. On n'est pas perdu par des détails quand c'est simple (Students 2, AC 6A, B, 534-535).

Despite their appreciation of the simplicity of the rods the students mentioned that by the second week they had a "rod phobia" and felt certain kinds of anxiety when the teachers opened the box of rods again (Students 2, AC 6A, A, 440-450). Teachers used rods to represent many different things, from grammatical components to cars. In this respect the rods proved to be flexible, easily transportable tools that left plenty of room for imagination. This was positively registered by all students. They all appreciated the usefulness of the rods to indicate where the mistake had been made in a sentence. One student explained why:

Je trouve que le visuel avec les couleurs et les correspondants sons, c'est formidable. Ce que j'aime bien, c'est quand Glenys nous montre les mots avec les rods mais sans nous dire ce que c'est. Elle nous montre les positions, ou les verbes ont une couleur différente, comme ça, on trouve la phrase. C'est le même principe visuel mais sans avoir marqué dessus ce que c'est (S 10, Students 2, AC 6A, A, 372-380).

This quote echoes the feelings of all students who found the rods excellent tools to show the positions of the words in a sentence and to indicate where the mistake was. The charts also provoked a generally positive reaction from students. Silent Way teachers, it was asserted, use the charts to indicate the minimum possible so the students can find the mistakes themselves (Glenys, AC 7A, B, 620-672). The students considered the coloured sound and word charts to be very efficient learning tools. One student commented:

Moi, je ne connaissais pas la méthode des couleurs au niveau de l' apprentissage de la prononciation, mais c'est vraiment très efficace. J'ai appris à travers des signes phonétiques, là, je pense qu'on retient beaucoup mieux et c'est beaucoup plus rapide (S 7, Students 2, AC 6A, B, 536-539).
Here the student confirmed what the Silent Way teachers claimed quite often: that the sound charts are much more effective than the phonetic alphabet. Learning the pronunciation with the phonetic alphabet requires of students to learn more letters. The sound charts represent the sounds in different colours. If students want to learn more than one language the Silent Way they will find the pronunciation relatively easy because the same sounds are represented by the same colours in the different languages.

While the observed Silent Way teachers all agreed that the typical materials could be used or ignored they all used them most of the time during the course. The students were generally pleased with the materials because they liked the visual support they offered for their learning. Despite the definite advantages the materials had, the students seemed to desire more variety and change in the course. It is not clear whether they wanted other materials or whether they actually wanted another approach to language teaching when they said that they had developed a "rod phobia".

This section explored the role the Silent Way materials played in the teaching process. In the next section the role of energy in the process of learning a language the Silent Way will be investigated.

10.4. The role of energy in the Silent Way

Energy flow, energetic change in the class, induction of energetic states, were very important considerations for Silent Way teachers (eg. Glenys, AC 3A, A, 251-282; Christian, AC 7, A, 323-336). Successful Silent Way teaching, according to them, seems to be dependent among other factors on judging the energy flow in the classroom. Christian stated:

I feel that you are part of a learning experience and obviously you are guiding and leading in this way but the whole interest is in the energy flow and in where people are at and where they are going (Christian, 1 A, A, 433-436).

Silent Way teachers were very sensitive to the energy flow and attempted to direct it in constructive directions. They reported trying to withdraw energy
from a student's psychic obsessions and to induce focalised energetic states (Glenys, AC 3A, A, 666-690). For all teachers, low energy levels are equated with having the psyche at the helm (Roslyn, AC 19, A, 468-472). Energy levels seemed to fluctuate at times but were in general better after a few days of course (Donna, AC 4A, B, 1114-1127). Often energy was linked to the body, especially to muscle tone and physical flexibility. Teachers reported observing whether students slumped back in their chairs and took students' hands to determine how flexible students were. Teachers asserted that "drops in energy can be detected by students' physical muscle tone relaxing" (Roslyn, AC 19, A, 416-431). They used this understanding to increase learning by inducing inner states in students that help them to produce language. Teachers sometimes modelled certain physical states to induce energetic states in students that they could then translate into language production. Roslyn reported that she may stand extremely straight, for instance, to show a student some inner strength. Or she may lie back in her chair and yawn to help students produce a more relaxed way of speaking (Roslyn, AC 20, A, 462-479).

Inability to produce correct language, it was argued by the teachers, can be explained by the students' inner energetic state. One teacher commented on one student's confused language production and offered as an interpretation that the student did not seem to have discernment and that she may have been too sensitive and open psychically to impressions. He thought that this student's inner state was reflected in her language. Her conflicting intentions and her lack of understanding of what people said to her came out in her language. He mentioned that this link between inner state and language was frequently noticeable (Christian, AC 17, A, 346-365).

All the Silent Way teachers sometimes shook a student's hand to relax them but also to get information on their energetic state. Energy and self were linked by teachers who said that having the self at the helm produces positive energetic states whereas having psyche at the helm produces a sense of tiredness. The link between the energy of a language and the energy of people was also explained by Roslyn (Roslyn, AC 20, A, 449-458). Loss of energy, going flat, dropping muscle tone and distracted energy were linked to psychic involvement (Roslyn, AC 20, B, 1072-1074).
Donna reported that she is interested in the energy exchange between her and the students (eg. Donna, AC 4A, B, 761-795).

The students were aware of the high energy level in all the lessons. Students commented that the course, although it was demanding was not tiring, but gave them energy (Students 2, AC 6A, A, 464-468). Some students' comments attested to the positive energy the Silent Way gave them. Thus:

Ça, c'est assez fatiguant. Ça demande beaucoup d'effort. Ça donne de l'énergie. Ç'est un effort qui motive (Students 2, AC 6A, A, 454-468).

Because energetic states are so easily induced, teachers needed to make sure that the students' energy was focused. Speaking in French, the teachers argued, helps the students to not waste their energy on trying to understand the content or structure of the sentence when the teacher is making a comment. Ways to economise in the language were indicated so students could save energy. Often teachers asked where the energy was in a word or a sentence. Translation from physical states or mental images to energy states was often intended and used in their teaching. Roslyn reported that Silent Way teachers use gestures to produce a visual image which students can then turn into an energy image (Roslyn, AC 20, A, 331-352).

In summary it can be noticed that energy in all its different forms and manifestations played an important role in the learning process of Silent Way students. Positive energy levels were mainly induced through the high levels of awareness in teachers and through focussed attention on minute details in the language. Positive energetic states were valued by both teachers and students because they were perceived as conducive to learning. The individual energy level as well as the energetic state of the group contributed to a great extent to a productive classroom climate.
Although classroom climate does not play an important role within the theoretical framework of the Gattegno's Model, it emerged as an important category in the data. The classroom climate was often described by both teachers and students as being disciplined, but light-hearted or playing with gravity, relaxed yet animated, with effortless concentration. The following explanation was given by one Silent Way teacher:

Of course, in the classroom I am the orchestra conductor by the discipline of what is possible and what is not possible in the language so that I am constantly put in the role of correcting- it makes me think of the Hebrew tradition, there are two words, one is "gevoura" which means severity and the other word is compassion, and I think that both need to go together and I feel that in the Silent Way you have these two. You need the severity in the sense that you need to show that there are limits and if they are outside the limits it won't be acceptable what they are saying within the language. The other one, the com-passion, the feeling with the other, means that I listen and even if the person is stuttering along and is having enormous amounts of difficulties, I am with him in that particular difficulty of giving birth to language for him (Christian, 1 A, A, 281-292).

This quote shows that for Christian, the success of the Silent Way lessons depends to a large extent on the efficient combination of compassion and severity. When they are both at work there is a climate of light-hearted discipline that is productive and easy at the same time. Especially Christian talked about the importance of creating a conscious climate in the class which he considered to be the responsibility of the teacher. He stated:

The quality of my presence towards my own being, the way I am within myself in front of the class, is going to create an atmosphere, a climate for work and for me, that is absolutely essential. ... If I am not attentive and listening, how can they be attentive and listening to themselves? There is a quality of my presence that ... I must work on my own being. Therefore, for me, the Silent Way is vast (Christian, 1 A, A, 168-189).
The same as all the Silent Way teachers, Christian argued here that the climate is created by the awareness towards themselves. Teachers need to model a certain attitude towards their own being. Christian stated that he relates on an energy level with the students and refuses to "buy into students' negative patterns and beliefs" (Christian, AC 7, A, 323-336). According to him, the climate should encourage growth and harmony (Christian, AC 7, B, 037-048). He said that it was the responsibility of the students to generate their own enthusiasm and motivation and thus to contribute to a positive climate in the class (Christian, AC 1, A, 037-048). To help create this climate he reported to sometimes use a visualisation exercise and to consciously relax in moments of student tension. He said that he refuses to take on the struggle of the other person (Christian, AC 7, A, 454-466).

Roslyn mentioned that there could be "off" days, that the climate in the class and the energy fluctuated a bit (Roslyn, AC 14, A, 345-357). She talked more about the students not "clicking" together (Roslyn, AC 14, A, 459-467). She also found the combination of discipline yet light-heartedness the most desirable climate (Roslyn, AC 14, A, 541-546). She linked the climate to self at the helm in that a class takes off when the self is at the helm, whereas psyche at the helm expresses itself through a dragging through the lesson. She stated:

I like about it (the Silent Way) that it provides a way of being with students in an extremely personal and yet non-invasive way. I feel that at the end of two weeks I know my students really well, and they seem to feel that they know me really well and yet it is done in a very tactful and unobtrusive way. It is because the relationship is self to self in the classroom and all the hang ups that people have, where a relationship can become obtrusive are all in their psyche. If my psyche meets your psyche then sparks can fly but if my self meets your self, well then we meet each other as a person to a person and we can have a very intense relationship which is not somehow complicated by what my past might bring to it or what your past might bring to it (Roslyn, AC 8, A, 374-398).
For Roslyn the classroom climate is therefore very dependent on every member's capacity to put their self at the helm. Other teachers may have expressed it in different terms but the aim and the result were the same for all.

The students saw themselves open to influence by the language production and energetic states of the others (Students 1, AC 16, A, 084-099). They put the improved climate in the second week down to knowing each other better and being used to this way of working. The first group felt tenser and judged than the second group. The second group also mentioned that the level of cooperation they had in the second week would not have been possible in the first week (Students 2, AC 6A, A, 101-108). They put this down to feeling closer and also knowing each others' language level better (Students 2, AC 6A, A, 108-110). They realised that the work of each individual contributed to the advancement of the whole group (Students 2, AC 6A, A, 127-137). They praised the fact that no one was abandoned at any time, everyone was taken seriously (Students 2, AC 6A, A, 500-505). They felt valued as individuals and as a group without ever receiving compliments (Students 2, AC 6A, A, 506-507). There was no comparison between them, instead they received feedback on where they were in their learning process and where they had to go (Students 2, AC 6A, A, 509-510). They said they did not want to be complimented but wanted to feel that they had advanced in their learning (Students 2, AC 6A, A, 513-515). They mentioned that the Silent Way materials and the set up of the classroom supported this positive learning climate. This was reflected in the following quote:

Je trouve que le prof crée un bon espace. Le bureau, ce n'est pas un obstacle, une séparation, entre nous, les élèves, il y a vraiment un espace ou on peut s'approcher physiquement. Venir là, ce n'est pas évident, les premiers jours, ce n'est pas évident. J'ai des images, on est au tableau: "Go to the blackboard!" et ferme ta gueule. Et je trouve que ça, ce petit engin là, il est à la fois chargé de negative et de positive. Je trouve, que ça, c'est qui permet..., c'est un conducteur entre les élèves, le prof et le tableau. Et ça, c'est génial. Au début, ça paraît étonnant. Qu'est-ce que c'est, ça? C'est une antenne de bagnole? C'est extrêmement précis et il est là, si vous le voulez (Students 2, AC 6A, B, 841-857).
This quote shows how important it was for students not to feel intimidated by the arrangement of the furniture and the materials being used. However, while these external conditions played a role, they also commented frequently on the positive climate that was created through mutual support in the group.

Christian mentioned that the relationship between student and teacher depends on personal character traits (Christian, AC 17, A, 412-424). He pointed out that the students were not teamed together to satisfy the teacher and that he discouraged students from helping each other (Christian, AC 17, B, 752-764). They were only encouraged to help each other by setting up situations and giving each other new challenges that would make it easier for others to understand the problem.

Christian stated that he wanted to be part of the fun and therefore sometimes "takes the mickey" out of students (Christian, AC 17, B, 1017-1020). He stated that he sometimes corrected sentences that were completely nonsensical and then asked them whether they meant what they were saying. In the meantime he had a good laugh himself. This happened, for instance, when one student produced the sentence: "She walks to work on her head". He first corrected her English and then said: "You are joking" (Christian, AC 17, B, 1017-1020).

To create a classroom climate where students were present to what they were doing, the teachers reported that they may move closer into a student's space because they then become more attentive to themselves (Glenys, VC 7A, 00:02:01 to 00:02:20). They also increased attention by not providing answers but by asking the other students for their opinion on a produced sentence. Glenys often asked the whole class whether something was correct which meant that she gave the other students the chance to offer their versions (eg. Glenys, VC 7A, 00:32:00 to 00:32:38). Teachers sometimes involved other students in giving answers. Teachers did not let students move on until they had managed the task and produced a statement that was true and correct. This meant that one student could be working in front of the class for more than half an hour, but all the others were mentally involved as well. In one part of a lesson, during 42 minutes
While Silent Way teachers pursued the same aims in their teachings and used very similar techniques to achieve them, their classes showed remarkable differences in climate. Depending on their own internal state and personality the classes felt more or less convivial. It seemed that students were more inclined to drop in their energy pattern when teachers dominated the class more through their own presence. In other words when the climate depended on one person rather than all people in the room there was more of a chance of negative energy patterns being established.

Teachers commented themselves on these drops in energy or "fliottements" which they felt or deducted from physical postures that indicated to them lack of presence. In such a case they reported that they may do a quick exercise that helps students to focus again like Roslyn reported when she quickly went around the table of tenses again (Roslyn, AC 19, A, 416-427). Looking at the videos at any time seems to show that the posture of the students is usually similar. The students always seem focused, the atmosphere in the class is in general attentive, convivial and productive. A positive classroom climate is directly linked to motivation.

10.6. Student motivation

The Silent Way does not operate according to behaviouristic principles. Teachers stated that neither praise nor criticism are ever used in the Silent Way to motivate students (Glenys, AC 3A, A, 447-454). The teachers solely rely on intrinsic motivation which is the result of students feeling themselves evolve (Glenys, AC 3A, A, 455-458). Christian, for instance, quoted Carl Rogers in this context who said that one should avoid giving one's personal opinion by saying to a student that a contribution is good or bad (Christian, AC 12, A, 000-016). Silent Way teachers understood the limitations of passing on enthusiasm to students. They suggested that the students have to develop it themselves. When the students see that they can overcome obstacles they feel motivated (Christian, AC 7, A, 049-062). Becoming more and more competent is intrinsically rewarding and motivating for the students. One student commented:
Christian argued that teachers and students realise that they will enjoy their learning when they can see that what they are building at the moment will be useful for later. Christian also mentioned persistence that can turn into intrinsic motivation once a certain threshold level has been passed (Christian, AC 7, A, 065-076).

Like all the Silent Way teachers, Roslyn explained that students need to be given criteria to improve their performance but not praise or criticism. If they see the usefulness of the situation they stay motivated (Roslyn, AC 14, A, 736-754). To keep them motivated Donna said she may change the situation with the rods so they get the practice but do not feel that it is always the same (Donna, AC 4A, A, 626-665).

The students commented positively on their motivation. They felt invited to experiment, to stretch their present skills by competing against themselves. They also felt stimulated and valued (Students 2, AC 6A, A, 165-170). They commented on the constant dynamic movement which encouraged them to accept another challenge. One student explained:

Je crois qu'on nous invite à expérimenter à concourir par soi-même, le prof stimule, il valorise et c'est toujours une dynamique, c'est jamais "Stop, tu es un connard, tu es un mauvais élève" c'est: "J'ai ça, je veux aller plus loin." Il y a toujours un dynamique, un mouvement (S 7, Students 2, AC 6A, A, 165-170).

All students liked the fact that the teacher did not give them all the details they needed to know to correct their sentences (Students 2, AC 6A, A, 372-380). They considered learning this way to be stimulating, exciting and lively. While they had to invest a lot of effort they said it was an effort that gave energy. They mentioned that they started to feel passionate about
English, that they forgot the rewards and just enjoyed learning for its own sake. One student said:

Ça donne de l'énergie. C'est un effort qui motive. Ça passionne, c'est pour ça. On est là pour ça (Students 2, AC 6A, A, 464-468).

Despite the fact that they needed to invest a lot of effort, this quote shows that it was an effort that gave them energy and motivation. They did not feel the fatigue as much after a whole day of learning English the Silent Way as in one hour in the multi-media centre. They did not feel that learning the Silent Way was strenuous. They commented:

Au début (on était fatigué), mais pas maintenant. Ça depend des jours. C'est vivant. C'est prenant. Ça prend la tête (S 1, Students 2, AC 6A, A, 460-462).

And:

Moi, je peux comparer les heures du cours et la médiathèque. A la limite, je sens plus la fatigue durant une heure de médiathèque, peut-être c'est à la fin de la journée, mais en tout cas, j'ai l'impression si on continuait le cours jusqu'à 18 heures je serais moins fatigué (S 6, Students 2, AC 6A, A, 473-478).

Both quotes give an indication of their enthusiasm about learning English the Silent Way and prove what all of them said, that this way of learning gave them energy rather than drained them of energy. The students felt that they wanted to learn, that they wanted to find out how to say things, even if it was sometimes frustrating. Student 7 stated:

On a envie de le faire, on construit. Ce n'est pas une contrainte. Ça, c'est excitant, on a envie d'apprendre, de savoir comment dire ça... et on est frustré (Students 2, AC 6A, A, 481-484).

They said that they wanted to learn and that this interest was what helped them achieve their aims. The frustration occurred because they wanted to be able to say more. They were thus extremely motivated to learn which
they explained by the fact that they constructed sentences and that this work was exciting. They established the direct link between motivation and achievement by saying:

On veut et c'est ce qu'il faut pour arriver (Students 2, AC 6A, A, 491-492).

Students commented again and again that they were intrinsically motivated to go as far in their language production as they were capable of at any time. This was even said by students who started off with extrinsic motivation. Some students came to the course to better their chances of finding a job or to get a promotion. However, despite their initial extrinsic motivation, they all commented on how motivated they were and that they did not mind making the necessary efforts (Students 2, AC 6A, A, 498-500).

Other contributing factors to their motivation was the feeling of self-worth they got in the lessons. They felt valued all the time as individuals and as a group— they commented that this valuing was always positive. One student commented:

Puis, il y a une valorisation permanente du part des enseignants. Moi, j'ai des mauvaises souvenirs, j'étais dans une école des curées, on nous forçait à genoux, c'était une punition comme dans des films d'histoire et, là, je trouve qu'il y a une valorisation individuelle et une valorisation du groupe, tout le temps, c'est toujours en positive. Tout est positive (Students 2, AC 6A, A, 500-505).

They noticed that they were never complimented but they felt proud of their achievements. They felt confident that they would be able to master any challenge (Students 2, AC 6A, A, 507-508). They also mentioned that they did not want compliments but that they wanted to see that they were advancing. Thus:

Non, (elle ne donne jamais des compliments), mais elle fait fier. On a l'impression qu'on va y arriver et on y arrive (Students 2, AC 6A, A, 506-507).
They did appreciate the progression that was in fact an evaluation of their own potential in comparison to their actual achievement, there was never a comparison between students. One student explained:

Il y a toujours une marche de progression. Ce n'est pas: "C'est bien que tu sois là ou tu fais mieux que Chantal ou Chantal fait mieux que toi", c'est: "Ta marche de progression, elle est là." Et ça, c'est géniale, parce qu'il y a de l'avenir (Students 2, AC 6A, A, 509-510).

The students mentioned that the satisfaction came from having understood something, not from being better at the language than another student or from receiving compliments from the teacher. Student 10 explained:

Je dirais que je ne suis pas content quand on me donne un compliment, je suis content quand j'ai compris quelque chose. Ça, c'est une grande satisfaction pour moi (Students 2, AC 6A, A, 513-515).

The Silent Way encouraged them to learn even more, to try to understand even more (Students 2, AC 6A, A, 516-520). Because they could see very concrete results of their work, they felt motivated and content to have mastered specific challenges (Students 2, AC 6A, B, 746-748). They mentioned how proud they felt of themselves to have learned so much. The student who had only learned English the Silent Way for three weeks, said:

Moi, je suis fière d'avoir appris tout ça, je suis contente (Students 2, AC 6A, B, 550-551).

Teachers reported that they used eye contact to encourage students to speak up, but rarely asked them directly to contribute (eg. Christian, AC 17, A, 025-038). They used strategies to encourage curiosity by sometimes letting a pause happen which made them wonder what was going to happen next. This silence helped them to move into their presence, to put their self at the helm and to get collected (Roslyn, AC 15, A, 080-093). Watching the students posture there was usually a state of relaxed concentration and a feeling of constant alertness. Their facial expressions and physical postures never showed signs of boredom.
The high level of intrinsic motivation that was evident in the Silent Way lessons resulted from concentrated focalisations and energetic states that discouraged distractions. The encouragement of students' independence and autonomy helped to motivate students for their own satisfaction.

10.7. Student autonomy

The issue of autonomy was mentioned first in the student interviews. Teachers did not mention it in the first interviews, but they commented on it in the stimulated recall interviews. Students differed in their perceived degree of autonomy. Some said they waited until another student gave an answer, others enjoyed being able to come up with suggestions themselves. One student commented:

Je crois qu'on a envie d'avoir l'avis de l'autre avant de donner son propre avis (Students 2, AC 6A, A, 037-039).

The students of that class reported that they sometimes initiated a little conversation by directing their question to another student and thereby taking charge of the way the lesson went. In one instance, the student started off the conversation and took charge in the following way:

Moi, j'ai dit "I ate bacon and eggs" et je lui ai tendu la perche en lui disant: "And you?" (Students 2, AC 6A, A, 041-051).

They thought it was perfect that they could choose the topic and the sentences they wanted to produce (Students 2, AC 6A, A, 113-116). Within their autonomy they did enjoy the collective endeavour. According to the students, the first step was an individual one, where no one helped, then the correction might become collective (Students 2, AC 6A, A, 127-137). When they tried to get ready-made answers, the teacher actually asked another question which forced them to think more (Students 2, AC 6A, A, 141-148). They compared the Silent Way with more traditional teaching methods and thought that they did not rely on the teacher but tried to bring their own contribution to the response. They said:
On nous pose encore une question en fait et on doit chercher ce qui ne va pas. On réfléchit plus. Disons que, par rapport à la méthode qu'on pourrait appeler traditionnelle, chacun n'attend pas sur le professeur, mais chacun essaie d'apporter sa contribution pour la réponse (Students 2, AC 6A, A, 141-148).

The students illustrated with this comment that they worked more for themselves than for the teacher. They saw it as a definite advantage that the answer was not given to them and that they had to do all the work (Students 2, AC 6A, A, 183-190). One student said that she did not have as much vocabulary as the others so she had to ask them for translations to understand the sentences they produced (Students 2, AC 6A, A, 243-247). The students also noted that they felt addressed even if they were not the one who did the work. They often tried to pronounce a word silently while someone else was working publicly (Students 2, AC 6A, A, 304-309).

The students reported that they took responsibility for their learning and enjoyed this responsibility. They liked the fact that they were hardly ever directly asked to do anything, they could take the pointer at any time they wished to but they were not put on the spot. The student who did not know how a structure worked sometimes took the chance to get up and work in front of the group, the one who knew it did not take the opportunity because they were involved in real experiments, and did not have to perform or prove themselves (Students 2, AC 6A, B, 815-823). They felt that the structures they learnt by this approach would stay because they were involved in active, experimental learning. Thus:

Ça restera. J'ai appris la grammaire avant. On apprend la grammaire petit à petit. A travers de la construction des phrases. On est vraiment des acteurs. La grammaire et nous, on est dedans et on fait des choses. On expérimente, on s'expérimente (Students 2, AC 6A, A192-203).

All students commented that they liked being so actively involved in their learning. Teachers mentioned that they tried to give as much autonomy to the students as possible (Christian, AC 17, A, 281-301). They let students produce their sentences and often left some time before going into correction because students often enough corrected themselves if they
were given the time to do so. The teachers reported that if they correct the students they stick to minimal correction because the more opportunity the students have to correct themselves the more they can learn (Christian, AC 17, A, 281-301). That is why the teachers asserted that they do not want to be the language model. The aim is to let the students discover as much as possible for themselves (Christian, AC 17, A, 321-342). When students did not understand something they were invited to do something like go to the charts to set up a situation in which they could then learn it (Donna, VC 5A, 00:26:12 to 00:26:41). Teachers varied in the degree of autonomy they gave to students. Roslyn explained that when teachers offer less autonomy, the students are left with the feeling of having to guess what the teacher wants (Roslyn, AC 19, A, 385-397).

The issue of autonomy was first raised by students who felt that the Silent Way offered them more autonomy than other teaching methods do. Student autonomy occurred as the consequence of the teachers' attitude of subordinating teaching to learning. Students attitudes to learning a language were also changed as a consequence of their experience.

10.8. Skills involved in language learning

Learning a language was seen by teachers as a skill, which the Silent Way promotes. According to teachers, students were previously not exposed to languages as a living entity (Roslyn, AC 8, A, 199-230). Teachers reported that they usually ask students in the beginning of the course what the students consider their difficulties to be. Glenys argued that from their responses they can gather which part of the self the students use efficiently and how they have previously learned languages (Glenys, AC 3A, A, 333-346). Christian likened language to a resonance in the sense of the theory of morphic resonance (Christian, AC 7, A, 471-478). The teachers reported that in their experiences the students expect to be given grammar rules, to get lock-step lessons, and Christian pointed out to them that knowing about a language did not mean that one can speak it (Christian, AC 7, B, 841-852). A language needs to be translated through the physical body, it has to be incorporated through other ways than good memories (Christian, AC 12, A, 205-223). The students eventually seemed to like the physicality of the Silent Way. They stated, for instance:
On fait des gestes- I am going to take- I am taking- elle nous met la main mais elle ne nous dit pas le mot, il faut le faire. Elle nous fait comprendre par l'action mais pas par le parler. C'est à nous de le trouver- c'est l'avantage (Students 2, AC 6A, A, 183-190).

This quote indicates that students considered the physical involvement to be an advantage the Silent Way has over other methods. Teachers reported that for them language learning was equated with a personal growth process because one becomes modified and learns a whole new vision of the world when learning a new language (Roslyn, AC 14, A, 552-571). Silent Way teachers thought that because babies learn a language, adults are also capable of it if they put their self at the helm (Roslyn, AC 14, B, 590-609).

Students explained which strategies they actually used in their learning. Contrary to the expectations of the teachers, they may go via the written word, numerous repetitions, repeating the sounds so often until they see the written equivalent in their mind (Students 1, AC 16, A, 100-118). They talked about memorising using different senses and also mentioned that they might find it hard to lower their voices by just a hand movement but could do it if they heard a model production (Students 1, AC 16, A, 235-243). The difficulty of expressing correctly what had been formulated in their heads was mentioned (Students 1, AC 16, A, 335-336). They described the fears they had in the beginning of the course (Students 2, AC 6A, B, 690-701). Once they got used to this different way of working they found the Silent Way much more exciting than the approaches to teaching they had been previously exposed to. One student, for instance, commented:

Au lycée on nous donne un schéma précis pour parler et on doit le respecter, par contre là, c'est nous qui le trouvons. C'est beaucoup un appel à notre imagination, donc, on est obligé de faire plus d'effort mais, comme ça on le retient mieux, beaucoup mieux (Students 2, AC 6A, A, 174-180).

This quote illustrates that discovering the system of the language for themselves was considered more beneficial than being given the grammar rules, for instance. Glenys mentioned that it is important for students to see
the teacher go inside to look how the language works (Glenys, AC 3A, A, 464-482). In this respect teachers refused to be the model for the language but they did not mind being the model for effective learning techniques.

10.9. Conclusion

This chapter concentrated mainly but not exclusively on the perspectives of the students towards various aspects of the Silent Way. It showed that learning a language the Silent Way was for the students most of the time an enjoyable experience that gave them energy. The students experienced plenty of frustrating moments along the way, however, because they did not feel abandoned in their attempts at producing sentences and because they felt challenged by the tasks, they found it easy to stay motivated even during six hours of learning. As the studied groups were non-beginners, the students could compare their learning experiences with experiences in previous language courses and found learning English the Silent Way more motivating and encouraging. They felt that this was due to the increased responsibility they had to take for their own learning. Teachers seemed to differ slightly in the amount of freedom they gave to the students. However, a general criticism from the students concerned the amount of time that was spent on learning certain aspects of the language. While they felt in charge of the content of the lesson, they did not feel in control of the time spent on each aspect and the data seemed to suggest that they would have often preferred to spend less time on certain topics. They also sometimes wanted a change in teaching strategies in the sense that they felt the desire to just have conversations without having their sentences corrected. However, this does obviously not correspond to the objectives of the Silent Way where the emphasis is on correct production of the language so that inner criteria can be established.

The summary of major findings from each of the four data chapters will be presented in the next chapter which will not only relocate the results of this study in the research literature but also discuss implications for further studies.
Part three of this thesis consists of the final chapter. In this chapter the findings from the study are synthesised. Specific results already presented in previous chapters are not reiterated. Instead, the purpose of this chapter is to locate the study within the research literature and to suggest directions for further research and development.
11.0. Introduction

Research aimed at understanding and describing Silent Way teaching and learning is scarce and still in its infancy. In order to fully understand the processes involved in this approach to language learning and teaching, many more studies will have to be undertaken. The present study was aimed at exploring Silent Way teachers' aims and teaching strategies and their students' experiences of this approach. Many questions have emerged as a consequence that could be studied in the future. The study has also provided different methods of analysing data which require more extended testing.

Although only a small number of Silent Way teachers and students were the focus of this study, the concepts and frameworks that emerged might assist in better understanding the theoretical and practical aspects of Silent Way teaching and learning. These results could also help to conceptualise the language learning process in a different way and delineate what this understanding might mean for language teaching.

The first part of this chapter highlights and summarises the main findings that emerged from the data. In its focus the first section therefore concentrates on presenting the dialogue between the main themes of the data and the research questions. The specific findings of the study presented in the first section will then form the basis for the discussion in the second part of the chapter.

11.1. Summary of main findings

Chapter three gave a comprehensive overview of Gattegno's work. The research questions (p. 145) were intended to examine how Silent Way teachers interpreted the main concepts of Gattegno's model, how they
translated Gattegno's theories into teaching practices and how the students experienced learning a language the Silent Way. These research questions will not be answered in chronological order but will be addressed as part of the text below.

The study showed that Silent Way teachers often needed many years of self-observation to make sense of central concepts such as awareness. In fact, they stated that their understanding of Gattegno's theory will continue to grow because Gattegno’s concepts could not just be understood on an intellectual level but they need to be experienced. As experience requires time, the Silent Way teachers conceded that in the future their understanding of Gattegno's main concepts might evolve in ways they could not predict now (Roslyn, AC 8, A, 219-226). However, despite these concessions, the study showed that all Silent Way teachers had a very precise and consistent understanding of Gattegno's Model which helped them to make sense of various life experiences that included but also went beyond their experiences as teachers (eg. Donna, AC 4A, A, 152-160).

Different aspects of the model appealed to various extents to the teachers. While Glenys, for instance, found the model of the four stages of learning too global and frequently referred to the model of the absolutes (Glenys, AC 3A, A, 1020-1034), Roslyn based many of her decisions on the four stages of learning and the attributes of the self. Donna was also very aware of the four stages of learning and used the attributes of the self in the classroom (Donna, AC 8A, A, 220-232). Christian did not talk about the absolutes very often but also used the four stages of learning and the attributes of the self.

All Silent Way teachers were very conscious of their main teaching aim to provoke awarenesses and to not pass on knowledge. All their teaching strategies were intended to achieve this aim. Their focus was therefore quite distinct from most other language teaching methods which attempt to teach students knowledge about the language, often by giving them a huge amount of comprehensible input (Larsen-Freeman, 1991: 139). In order to make students more aware of the ways in which the language functions, Silent Way teachers used a variety of strategies. They basically waited until a student produced an utterance, be it a word or a sentence, to then indicate the part of the language that needed more work. They refused to act as the language model and did not ask students to repeat utterances.
after them because this would force students into imitation and memorising, both of which were considered rather weak tools for learning by Gattegno. Instead, Silent Way teachers made extensive use of the sound chart to show how a word had to be pronounced, for instance. They used the word charts to indicate missing or superfluous words, sequences of words in a sentence and many other possible mistakes (Roslyn, AC 15, A, 551-571). The rods were virtually used all the time by the Silent Way teachers to show word order, to illustrate grammatical structures, sentence intonation and to construct stories. Another strategy teachers used to increase a student's awareness of a mistake was the technique of finger correction. By representing each word of a produced sentence as one finger on either the student's or the teacher's hands, teachers found it easy to focus a student's attention exactly on the spot that needed correction. All these strategies shared the process of focalisation on that part of the students' utterances that needed to be corrected, practised and mastered. The teachers had thus developed a consistent set of strategies and tools that helped them to achieve their aims.

These strategies were supposed to give students inner criteria by which they could judge their own performance. Students confirmed that after a few days of learning English the Silent Way they started to use internal checklists to find out whether they made a mistake and how they could possibly correct it. In other words, the students developed inner criteria and took responsibility for their learning by asking themselves questions that could help them determine where their language needed improvement. All students expressed positive attitudes towards this characteristic technique of the Silent Way. They generally enjoyed working this way because they felt more in charge of their learning process than they were accustomed to from previous experiences in other language courses. However, especially group one expressed some dislike of using the rods all the time (Students 1, AC 16, A, 430-450). It seems justified to deduct from other statements by students in the first group that they were not so much against the rods but against the concentration on the structural aspects of the language which the rods seemed to represent for them. They also did not like the amount of time that was spent on the exercises (Students 1, AC 16, A, 341-348). The second group found it easier to accept that they were not going to have conversation classes but had to work mainly on pronunciation, intonation and structures.
Both groups of Silent Way students reported feelings of enjoyment and excitement about learning this way (Students 2, AC 6A, A, 481-484). Their learning was marked by high levels of motivation. These findings strongly confirm Gattegno's claims that having the self at the helm leads to positive learning experiences and high levels of motivation. These experiences will be further discussed within the framework of literature on motivation in the second part of this chapter. Suffice to note here that students reported high levels of satisfaction with the Silent Way courses they attended.

These generally positive reactions were linked by students to several characteristics of the observed Silent Way courses. The students felt respected as individuals and appreciated that they had the full attention of the teacher. Since Silent Way teachers listened very carefully to each statement, the students felt valued ("une valorisation permanente") and taken seriously in their attempts to master the language (Students 2, AC 6A, A, 165-170). The Silent Way teachers mentioned that students were often not used to being listened to with so much attention. Being given the space and time to express themselves and to take as long as they needed to achieve mastery was in itself an enjoyable experience for students. This was where students valued silence as a tool that allowed them to pace their learning according to their own learning rhythms. The positive experience of being a Silent Way student was related to being challenged with new aspects of the language all the time. Apart from one student who reported in the questionnaire that using the rods could become boring after a while all other students never even mentioned boredom. To the contrary they reported to feel challenged, excited and encouraged to stretch their language limits. They did, however, report feeling tense at times such as when they were unsure about what was expected of them. Negative tension therefore did not so much occur as a consequence of having to restructure past learnings but as a result of feeling unsure about how to fill the silences. The data seemed to suggest in this respect that it might have been beneficial for students to be told before the course what exactly was expected of them so they did not have to spend much time trying to work out what their responsibilities were. The different knowledge bases of students and teachers and their effect on the learning process will be further discussed in the following section.
To summarise it can be stated that Gattegno’s model provided Silent Way teachers with a conceptual framework that enabled them to pursue their teaching aims and to decide on appropriate teaching strategies without any previous lesson plans. Being responsive to the learning needs of the students required of teachers to be present to each student, to be aware of the needs of each situation and vigilant enough not to take on negative thought and behaviour patterns of the students. Silent Way teachers had over many years invested considerable amounts of time and effort on self-observation to be able to stay present regardless of the distractions.

This wakefulness typical of Silent Way teachers led to positive energetic states that induced the same in students. The students’ focalised attention on the task at hand was facilitated by the energetic states of the teacher who had the self at the helm and by learning tasks that required work on clearly defined language phenomena. Those students who allowed themselves to be challenged by the task at hand and who patiently persisted until they had mastered the challenge were the ones who reported the most positive impressions of their course.

The study was confined to two intensive courses over two weeks each. Some students expressed the idea that their attention might have only been so good because they knew that their time was limited. It would therefore be of interest to conduct a long-term study to test whether the generally positive student reactions would be compromised as a consequence of long-term exposure to the Silent Way. It also needs to be pointed out again that the students were adult learners, who may find it easier to stay concentrated for so many hours. It would be interesting to establish whether the same positive results could be achieved with younger learners.

The rest of this chapter is divided into two main parts. The next sections will take up some of the main findings of the study and discuss them in relation to the findings from other research. The issues reviewed in chapters four and five will provide the background for interpretations of the results of this study. Those aspects of Second Language Acquisition (SLA) research and Information Processing Theory that are directly relevant to this study will be revisited from the perspective of the current results.

In the second part of this chapter the students’ experiences will be dealt with separately because their descriptions resulted in a renewed literature
search. The findings of this study in relation to the students' experiences will be discussed within the framework of a relatively new research area within educational psychology.

11.2. The Silent Way and SLA research

The literature reviewed in chapter four on second language acquisition (SLA) presents a picture of the circumstances and conditions under which learning is most likely to be successful. For the following discussion, the language learning models and the learner factors that have been associated with successful language learning will be treated separately.

11.2.1. The Silent Way and the Monitor Model

The five hypotheses that form part of Krashen's Monitor Model were presented in chapter four. They are summarised in the following quote. Krashen suggests that:

People acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. When the filter is 'down' and appropriate comprehensible input is presented (and comprehended), acquisition is inevitable. It is, in fact, unavoidable and cannot be prevented- the language 'mental organ' will function just as automatically as any other organ (Krashen, 1985:4).

The results of this study seem to provide evidence against Krashen's claims as reviewed in chapter four. Firstly, there was no comprehensible input in the observed Silent Way lessons since teachers were mostly silent. On those rare occasions where they did speak, they only verbalised instructions, mostly in the native language of the students. It could be argued that showing words and sounds on the charts is a form of input; however, it is clear from the way Krashen defined input that he meant audible input.
Secondly, Krashen lists affective factors that play a role in learning. The potentially negative factors are seen to be raising the filter thus making language acquisition difficult. The results of this study suggest, however, that the students had a slightly different perspective on interfering affective factors. They reported that they sometimes felt inhibited or self-conscious. However, they also reported that these emotions decreased as time went on in the course, because they stayed focused on the tasks and felt more successful in their learning (Students 2, AC 6A, A, 192-203). The Silent Way students therefore seemed to say that self-confidence and low anxiety levels can also be a result of learning rather than just the cause. Or, to express this in Krashen's terminology, considering oneself to be successful at learning a language seems to lower the affective filter and thereby increase one's self-confidence and decrease anxiety. The study thus offers a slightly different perspective on the Affective Filter Hypothesis that is part of Krashen's Monitor Model by suggesting that the distinction between cause and effect proposed in Krashen's model is not entirely justifiable. Affective factors and success at learning a language can positively or negatively influence each other. Silent Way teachers did not pay much attention to interfering negative emotions and instead, tended to pull the students' attention back to the task at hand (Roslyn, AC 14, A, 127-147). In this way they ensured that valuable energy was not wasted on debilitating psychic or social obsessions but rather spent on accomplishing the task. Teachers who use Krashen's model would have to work on lowering the students' filters to ensure that the comprehensible input is allowed in. Silent Way teachers acknowledged that these interfering emotions can exist but did not make them the focus of their attention. The two models therefore tackle a common phenomenon in language learning, namely students' feelings of inadequacy, from opposite ends.

11.2.2. The Silent Way, Krashen and Pienemann

Krashen's Natural Order Hypothesis (Krashen, 1982: 12) can be dealt with in conjunction with Pienemann's Teachability Hypothesis (1984) because they both claim that there is a progression through grammatical stages that can always be observed in language teaching. The Natural Order Hypothesis states that "the acquisition of grammatical structures proceeds in a predictable order" (Krashen, 1982: 12). Pienemann's Teachability
Hypothesis claims that a language item can only be taught when the students are ready to learn it, which in turn is constrained by what the current stage of a learner is. Pienemann's studies showed that students cannot skip a developmental stage (Larsen-Freeman & Long, 1991: 272). Other researchers in the field of SLA support the claim that a natural order exists in learning a language. Thus:

There is general agreement in second-language field that there are predictable sequences in acquisition such that certain structures have to be acquired before others can be integrated. ...it should be apparent from previous chapters that many authors in the field are convinced that learners follow acquisitional sequences and that these sequences are determined by the nature of the linguistic system (Lightbown, 1985; cited in McLaughlin, 1987: 148).

Whether such an order exists or not cannot be confirmed by this study; however, the students suggested exercises by themselves and came up with questions that seemed to follow a logical progression from their previous level of understanding. To ensure that teachers do not teach beyond the students' current level, the Silent Way teachers stressed the importance of subordinating their teaching to learning which implies conceiving of the teaching-learning relationship as a dance in which the learner determines the next step (Donna, AC 4A, A, 278-294). In this way there was no assumption on the teacher's part of what the next learning stage might be. The students showed through their experiments what they wanted to learn next. The Silent Way teachers therefore based their teaching on their experience that students could only learn the next item when they were ready for it, but instead of developing lessons plans that reflected an order, they let their students decide on their next learning steps (Christian, AC 17, A, 118-125). In this way they ensured that students were ready to learn the next item and that the subskills that were necessary for the next skill had been automatised. Students could not express interest in learning the next step if they did not feel confident at their current level. Silent Way teachers dealt with the phenomenon of natural order as proposed by Krashen, Pienemann, Lightbown and others in a different way than hitherto suggested- they let the learners determine what their next learning steps were going to be. The Silent Way teachers' intention to always subordinate teaching to learning seemed to be justified in the light
of Krashen's Natural Order Hypothesis and Pienemann's Teachability Hypothesis.

The study seemed to contradict Krashen's claims on various grounds. In the observed classes, there was no comprehensible input, the filter was down for some students and not for others, and the students reported that they had to put in conscious energy in order to learn. This became especially obvious when they were asked to describe the stages they had to go through in order to learn (Students 2, AC 6A, A, 068-089). Learning took place although in some cases the conditions that Krashen considered instrumental for learning were not fulfilled. The comments of the students also proved that conscious effort and paying attention were necessary in their opinion and that learning did not happen automatically (S 6, Students 2, AC 6A, A, 402-431). In contrast, Krashen claims that acquisition, under positive conditions, is "unavoidable and cannot be prevented- the language 'mental organ' will function just as automatically as any other organ" (Krashen, 1985: 4). The present study thus suggests that learning is "avoidable and can be prevented" unless it is conscious. The study therefore does not confirm Krashen's Monitor Model, because it contradicts several of its hypotheses. Another model that attempts to account for SLA is Schumann's Acculturation Model.

11.2.3. The Silent Way and the Acculturation Model

Schumann's Acculturation Model also reviewed in chapter four concentrates on the social factors influencing the language acquisition process. It shows thus very little relevance to this study which explored learning in the classroom. However, Schumann made concessions to the importance of social factors by stating:

An individual may learn under social conditions which are not favorable for SLA and may not learn under social conditions which appear to be favorable. The psychological variables influencing acculturation and hence SLA are affective in nature and include language shock, motivation and ego permeability (Schumann, 1978a: 31).
With this statement, Schumann seems to have shifted his focus from social to psychological factors that may in the final analysis influence the acquisition process. By doing so, he moved his study closer to the research area of learner factors that account for differential success amongst learners. For this reason, the psychological factors that he lists in the quote above will be examined in conjunction with the literature on learner factors that can help to shed some light on the present study.

11.2.4. The Silent Way and learner factors

The learner factors mentioned in the literature are more pertinent to the present study of the Silent Way than the language learning models. As affective factors that can influence language learning, Schumann lists language shock, motivation and ego permeability (Schumann, 1978a: 31). Other researchers also mention the willingness to take risks, pattern recognition abilities, tolerance of ambiguity, skill in social interactions, attitude towards the target language, and motivation (Wong-Fillmore, cited in McLaughlin, 1987: 155). Other factors that have been explored by various other researchers are, for instance, self-esteem, anxiety, sensitivity to rejection, empathy, inhibition, and extroversion (Larsen-Freeman, 1991: 184-192). Some of these factors were mentioned by Silent Way teachers as pertinent to their teaching or by Silent Way students as part of their experiences.

Regardless of whether Silent Way teachers considered these affective factors to be desirable or not, they were not the central concern in their teaching. The students mentioned, for instance, that they were sometimes afraid to make fools of themselves in front of others. At times, they also wanted other students to make the first step in producing a statement because they feared making mistakes (Students 2, AC 6A, A, 037-039). This "infantilisation" (Stern, 1983: 382) that often occurs as a consequence of feeling disoriented when learning a second language was thus also experienced by some Silent Way learners. The Silent Way teachers did not pay too much attention to these concerns and concentrated instead on the task at hand. Donna, for instance, said at one point explicitly to one student that one had the right to make mistakes and to feel like an idiot when learning a new language (Donna, VC 5A, 00:06:36 to 00:06:54). This statement helped the student to relax and to find the correct answer.
Donna's way of handling this situation was representative of the Silent Way approach to debilitating emotional responses to a new situation. Since Silent Way teachers built their teaching practice on Gattegno's concept of the self which states that students have to put their self at the helm and therefore not have their psyche interfere in a negative way. The fact that the students felt increasingly at ease with not having to prove their intelligence and capacities to the teacher proves that Gattegno's theory is valid and that teaching based on this theory is effective. As time went on, the students realised that regardless of what happened and of how they felt, the teacher refocussed them on their task, and as a consequence, they reported that debilitating fears and doubts decreased. On the contrary they reported more feelings of pride and trust in their capacities and an increase in motivation as a consequence of feeling successful in learning (Students 2, AC 6A, A, 506-507). These changes may also be attributed to the fact that teachers frequently made time for feedback sessions at the end of the day in which students could express all their feelings. Some of their concerns were also discussed during breaks. Teachers therefore made time for these common questions and concerns but they did not allow the teaching process to be distracted by them. These reports confirm studies done by Hermann (1980) who found that the satisfaction that a learner derives from achievement of the learning task may influence his/her attitudes rather than the attitudes influencing the sense of achievement.

These changes in attitudes were especially marked in relation to motivation. The distinction between integrative and instrumental motivation (Brown, 1980) and extrinsic and intrinsic motivation (Schunk, 1991) have been explored in chapters four and five. Some Silent Way students started the course with what Brown defines as instrumental motivation (Brown, 1980: 114) because they came to learn English to further their careers. Others came with a different sort of motivation. Several studies have shown that either type of motivation can lead to success in the language (Burstaff, 1975; Strong, 1984). The present study seemed to suggest that intrinsic motivation may not just be the cause of successful SLA but also the effect. In other words, most Silent Way students became more interested in studying the language as a result of the course. The students' responses in interviews and questionnaires pointed towards an increase in motivation for most students. One student who considered himself traumatised by previous experiences felt so motivated after the course that he wanted to speak to his wife in English (Students 2, AC 6A, A, 500-505). Strong (1984)
came to a similar result after studying Spanish-speaking children learning English in America. He showed that "the students' intensity of integrative motivation increased relative to their English language proficiency" (Larsen-Freeman & Long, 1991: 175). This phenomenon could be a worthwhile starting point for a more detailed study of Silent Way students as it seems to suggest a different perspective on the majority of studies on motivation which mainly try to establish which type of motivation is more likely to lead to successful learning (eg. Strong, 1984). Studies that show which teaching approaches lead to a feeling of success and as a consequence to an increase in motivation could represent an interesting new shift in focus.

To summarise, this study seemed to suggest that learner factors and success in language learning are not necessarily in a causal relationship with each other in one way or the other. What seemed to emerge as a result of this study is that learner factors and success in the language work in tandem. This continual process from learner factor to success and from success to learner factor seemed to characterise Silent Way teaching and learning. It can be illustrated in the case of anxiety. The literature generally distinguishes between facilitating and debilitating anxiety. Thus:

Facilitating anxiety motivates the learner to "fight" the new learning task; it gears the learner emotionally for approval behaviour. Debilitating anxiety, in contrast, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour (Scovel, 1978: 139).

This differentiation led to many studies that commonly show that facilitating anxiety is positively correlated with success in SLA while debilitating anxiety is linked with negative experiences of the learning process (Kleinmann, 1977; Bailey, 1983). The findings of the present study on Silent Way teaching and learning suggest a different perspective on anxiety. The Silent Way students could distinguish clearly in interviews when they experienced anxiety in the form of tensions as positive and when as negative. The Silent Way teachers also knew when tension was conducive to learning and when it became debilitating in which case they were ready to intervene. While this differentiation was justified and could be demonstrated by the data, the data equally attested to the fast change from
moment to moment between the two forms of tension and their correlation with a feeling of success. In other words, many incidences in the classroom showed that students experienced tensions one moment as facilitative and the next as debilitating and vice versa. There were many moments during the observed lessons in which students relaxed immediately once they had found the correct answer. Usually it did not take long before they were then eager to meet the next challenge or to practise the learnt item. Meeting the next challenge, however, also meant accepting new tensions. A student, for instance, who had mastered an aspect such as pronunciation successfully and therefore released some negative tension could be in the next moment again in a state of negative tension once she realised that she was not able to repeat the learned sentence that she had just produced successfully before (Christian, VC 3, 00:25:24 to 00:25:45). Therefore two important shifts in perspective seem to be justified as a consequence of the observations made as part of this study.

1) The level of anxiety a student experiences at a particular moment seems to be related to the way the student subjectively experiences the task. Anxiety is therefore possibly student-dependent, not task-dependent. This subjective perception can change instantly into its opposite for no outwardly apparent reason. These results have been confirmed by Spielberger (1966) and Tobias (1986).

2) Feeling successful at the task is more likely to reduce negative anxiety in students and reducing anxiety in students is more likely to lead to success (Seipp, 1991). The relationship between the two variables seems to be therefore not a causal, one-way relationship, it is rather of a reciprocal nature where one leads to the other.

These shifts in perspective would require further testing because at this stage they are based only on generalised observations. The second point was illustrated by Silent Way teachers when they moved to the board pretending that they were going to give the answers to the students. The anticipation of getting the answer often led to a visible drop in debilitating anxiety in students that was sufficient to help them find the answers themselves. By the same token, when students were not tense or mobilised enough, teachers would sometimes create a jolt in them, for instance, by asking them to say a sentence in English that they thought they had just said with an English pronunciation.
What emerged from the study, was that there is a constant flux between facilitative and debilitating anxiety, between the feeling of being successful and unsuccessful. This constant cyclic movement towards a gradual increase in mastery of the language contributed to the never-ending, but constantly refining process towards more native-like mastery of the language. It also contributed to an energy in the class that students described as positive, clear, focused and enjoyable (Students 2, AC 6A, A, 460-462). The students' experiences of the Silent Way course will be further explored below; it is sufficient to mention here that the process described above using the example of anxiety could often be observed in the case of the relationship between other learner factors and success in Silent Way learning as well. In this way, the study suggests that certain factors, such as being able to suspend judgment and being tolerant of ambiguity are important for language learning. Silent Way students stated, however, that as time went on in the course, they learned to become more tolerant of ambiguity, for instance, in moments of silence. Ultimately, the study could not provide any definite answers on whether these positive changes were due to the success the students experienced or to the fact that they became used to the Silent Way approach to teaching. In the literature, tolerance of ambiguity is one of the few factors that shows as a rule a high correlation with success in SLA (Larsen-Freeman & Long, 1991: 192). It could therefore be of interest to conduct further studies about the level of tolerance of ambiguity and the students' ability to suspend judgment as a result of the Silent Way course. Considering that the Silent Way intends to put the student back in touch with their self again, and this consists also of the attribute of suspending judgment, these capacities should be observable in Silent Way students.

Other learner factors that are considered to play a positive role in SLA are related to qualities that are usually equated with childlike ego states (eg Guiora et al, 1972). Schumann argues that "the successful adult second language learner is an individual who has access to more childlike ego states in which greater ego permeability exists" (Schumann, 1978c: 169). The literature here seems to suggest that having access to more childlike qualities leads to greater success in language learning. In one group of Silent Way students, members of the group attributed one student's apparent success to his willingness to take risks, his lack of inhibition and his open and flexible nature (Students 1, AC 16, A, 398-408). The teachers commented as well on that particular student's flexibility and his willingness
"to put his head out". These qualities could be classified as "greater ego permeability". Being more open and permeable has been considered a contributing factor to adopting a new pronunciation (Stern, 1983: 381). The student himself attributed his facility in adopting a new pronunciation to his previous exposure to music (Students 1, AC 16, A, 249-256). Regardless of the ultimate cause for this student's capacity to pronounce well, it was remarkable that everybody, the other students, the teachers and the student himself took note of it and gave slightly different explanations for it.

The individual differences among learners were acknowledged by Silent Way teachers and students. For teachers these individual differences sometimes led to different approaches in working with students. This was illustrated by Christian who asked one student to repeat a sentence five times, an approach he had never used before (Christian, VC 3, 00:33:55 to 00:34:02). As De Cordoba points out, keeping individual differences in mind requires teachers who are sensitive and "comfortable enough with themselves and their students to experiment with ways of being in order to allow affective factors to facilitate rather than obstruct language acquisition" (De Cordoba, 1986:39). The study seemed to suggest that Silent Way teachers were comfortable enough with themselves to relate to their students on an individual level so that affective factors were facilitating rather than obstructing.

To summarise it can be noted that the literature on SLA offers some valuable concepts that help to differentiate between learner factors that might influence the learning process. This research area is for this thesis more relevant than the models suggested by Schumann, Pienemann and Krashen and others. The study seemed to support the results of some previous studies where a relationship between individual factors and differential success among learners was shown to exist. However, the possibility of a one-directional relationship between cause and effect that previous studies seemed to have established is put into question by the results of this study. In the experiences of Silent Way teachers and students it was not just motivation that led to success but also success that led to motivation, for instance. This shift in perspective has consequences for the type of work teachers may want to focus on, because whatever teachers consider to be the cause is more likely to receive more attention than the effect. This result could thus have implications for other language teachers and would ideally encourage future researchers to attempt to find out more.
about the exact nature of the relationship between learner factors and differential success.

The literature on learner factors provides a useful framework for the interpretation of the results of this study. As was explained in chapter three, the attributes of the self that are available to all students are the instruments for learning. This understanding helped Silent Way teachers to trust their students' capacity to put their self at the helm and to make these attributes accessible. The study seemed to suggest that for a large number of students this approach led to positive experiences of the learning process. One theory of learning that also helps to interpret some of the results of this study is Information Processing Theory. It will be dealt with in the next section.

11.3. The Silent Way and Information Processing Theory

The information processing perspective on learning was introduced in chapter five. The main concepts rest on the hypothesis that consciousness, in the sense of awareness, is needed for learning to take place (Schmidt, 1990:132). Silent Way teachers based their aims and strategies on the premise that learning cannot take place without awareness (Glenys, AC 3A, A, 494-505). Silent Way students also confirmed that in the beginning stages of the learning process they needed to invest conscious energy in order to overcome challenges of the language. They also remarked that the performing of the task became more automatic as time went on (Students 2, AC 6A, B, 734-739). Students' descriptions of the internal processes of learning seem not only to confirm Gattegno's model of the four stages of learning but also the theoretical model of different levels of processing (McLaughlin et al, 1983: 139). The information processing perspective on learning also provides a framework for the observations made by students that certain subskills needed to be automatised before complex tasks could be performed. Thus:

To learn a second language is to learn a skill, because various aspects of the task must be practised and integrated into fluent performance. This requires the automatization of component sub-skills (McLaughlin, 1987: 133).
Silent Way teachers defined the learning process in the same manner. Gattegno's concept of temporal hierarchies which also forms part of the framework on which Silent Way teachers based their decisions was confirmed by Information Processing Theorists who state, for instance, that:

...less and less effort is to be spent on lower level patterns of actions so that more and more capacity is left for the higher level decisions (Levelt, 1978: 59).

The gradual automatization of the skill which ends in mastery was achieved by practice in the Silent Way learning process. Silent Way teachers tried to make sure that new awarenesses were practised immediately so they could become automatised (Christian, AC 12, A, 205-223). Silent Way students also commented positively on the amount of practice they were exposed to in the lesson. The basic assumption inherent in the importance placed on practice was that learning a language was a skill like learning to play the piano and in order to learn anything one needs awareness and investment of effort and then practice to automatise the skill. As Schunk states:

Learning to read is different from learning to play the violin in many ways, but both benefit from attention, effort, and persistence (Schunk, 1991: 9).

Silent Way students described the prerequisites for learning in the same way as Schunk when they mentioned that learning takes a lot of effort and persistence but emphasised at the same time that it was an effort that was not tiring but gave them energy (Students 2, AC 6A, A, 464-468). These experiences will be further explored in a later section, the interesting aspect here is that students confirmed the understanding of a language as a skill which requires procedural knowledge (or knowledge "how") rather than declarative knowledge (or knowledge of facts). Learning that is based on knowledge of facts requires rote memorisation, whereas procedural knowledge requires understanding of meaningful information. The Silent Way teachers reported that they considered rote memorisation a rather useless tool for learning because it is based on a weak organ, namely memory (Roslyn, AC 14, B, 1004-1013). The Silent Way students spoke about their previous learning which was often based on memorisation and uniformly felt that they had forgotten most of it (Students 2, AC 6A, A, 348-356). The teaching practices of Silent Way teachers were therefore based
on principles that are supported by Information Processing Theory. Schunk states that:

People learn most things through understanding, that is, comprehending the meaning of some event or grasping the principle underlying task performance. Some organisation exists in most facets of life, and one can use built-in organisation to facilitate learning (Schunk, 1991: 131).

With this statement Schunk describes the way learning took place in the Silent Way lessons. Rules were never explicitly presented but students tried to grasp the principles inherent in a particular task. The present study confirmed that students were very satisfied with this type of learning and thought they had learned a lot when they performed, for instance, one exercise in which they organised words into sound categories almost by themselves (Students 2, AC 6A, B, 540-545). They felt that they knew how to classify sounds because they understood the underlying principle without having learned the grammatical rule. They also liked the fact that they worked as a group with the teacher only acting as a facilitator. Learning this way was supported by Silent Way teachers who, through the use of silence, the Silent Way materials and their own attitude, encouraged students to take charge of their learning process.

Silent Way students were also given a progress chart which helped them to evaluate their own performance. Previous studies in which students were encouraged to trust their own ability to take over many tasks traditionally performed by the teacher have indicated that such schemes are workable and productive (eg. Abe et al, 1975; Moulden, 1980). This study thus seemed to support these studies by showing that at least adult students responded well to the challenge of taking over some of the roles of the teacher.

However, the literature seems to suggest that for students to be able to become more involved in self-directed learning, there needs to be a metacognitive awareness which helps students to "personally activate and sustain cognitions and behaviours systematically oriented toward the attainment of academic learning goals" (Zimmerman, 1986; cited in Schunk, 1991: 265). Silent Way teachers did not make metacognitive strategies explicit to students. According to Information Processing Theory, metacognition implies that learners understand what skills, strategies and
resources are needed to accomplish a task. They also need to know how and when to use these strategies and skills. Schunk (1991: 182) urges teachers to make these metacognitive skills explicit to students. The study seemed to suggest that the Silent Way could benefit from teachers making not just metacognitive skills, but also basic principles underlying the Silent Way more explicit to students. As Silent Way teachers constantly stated themselves, attention can only be focussed on one particular item at a time, it can therefore be difficult for students to become aware of the functionings of the language and at the same time, of the strategies they use to learn more about the language. During interviews students started to become aware of the ways in which they understood and experienced the learning process. Some students were also more aware of the strategies they used to automatise a structure. As a general rule, however, it could be noticed that this understanding was not in their immediate awareness, they became aware of it as they talked about it in the interviews. Further studies could help to establish whether it would be beneficial for the students to be exposed to some theoretical concepts of the Silent Way and some metacognitive skills.

Silent Way teachers also saw the learning process as one of different stages which implied that teachers had to be clear on the stage a student was at to be able to decide on their next move. Their intention was to make students function in the foreign language the way native speakers function. This implied that the students should have embodied more and more aspects of the language to the point of having them automatically available. Once the new language item had been practised and automatised, awareness could be sent in a new direction. Silent Way teachers thus seemed to teach in a way that conforms to fundamental concepts of Information Processing Theory. As Schunk notes:

A concept of consciousness is also probably necessary in order to resolve a number of otherwise intractable issues in second language learning. I will claim that conscious processing is a necessary condition for one step in the language learning process, and is facilitative for other aspects of learning (Schunk, 1991: 131).

This quote not only expresses the fundamental concepts on which Silent Way teachers based their teaching aims and strategies, but also reflects the
ways in which Silent Way students described the learning process that took place in the course. Although neither Gattegno nor the Silent Way teachers would claim that the brain is the locus of learning but the self, the processes described show certain similarities, as was mentioned above in chapter five. Information Processing Theory and the Silent Way agree on the important role consciousness plays in learning and the stages involved in automatising new learnings. In this respect, this study supported observations made by Weiler:

> It can be seen from the foregoing discussion that there is a sizeable interest in the issue of consciousness and its relationship to the processing of information which leads to learning. In parts, the proposals of this field of study are very similar to what Gattegno has been proposing over 40 years ago (Weiler, 1989: 138).

These similarities seem to suggest that the Silent Way could be regarded as one approach to teaching that embodies and puts into practice some fundamental principles of the information processing perspective on learning. These similarities also suggest that the Silent Way is a cognitive approach to learning which attempts "to use all that there is in every mind in every school" (Gattegno, 1963: 13). Information Processing Theory has its limitations as a framework for the interpretation of the results of this study because it does not consider the concept of the self; however, within these limitations it provides useful concepts which seem to be confirmed by this study.

Learning a language the Silent Way was most of the time challenging and mostly enjoyable for the students. The descriptions students gave of their learning experience led to another literature search, the results of which will be presented below.

### 11.4. The Silent Way and "flow"

The study showed that there was a particular "Silent Way" energy in the classroom that appeared to be quite distinct from most other language teaching classrooms. Chapter ten reported the results of Silent Way teachers' and students' descriptions of the classroom climate and the
students' high levels of enjoyment and motivation as a result of the learning experience. As a background for the introduction of the concept of "flow", the main findings will be presented in summarised fashion again below.

Silent Way teachers named as one of their major teaching aims the creation of an atmosphere in the classroom that makes learning challenging and joyful at the same time. They described the climate they aim for as one of "light-hearted discipline" (Roslyn, AC 14, A, 541-546). All Silent Way teachers considered the most productive climate to be relaxed yet animated, moving along with effortless concentration. They stated that the combination of compassion and severity creates the positive climate in the Silent Way classrooms (Christian, AC 12, A, 351-363).

This energetic climate was created by keeping students "on the brink between the known and the unknown" (Roslyn, AC 15, B, 613-628). Silent Way teachers worked on the assumption that this was the only space in which learning could take place. In order to put learners in this space they did not supply answers but constantly set up new challenges that corresponded to the learners' skills. They stated that language learners needed to see the challenges of the language in such a way that they would not feel overwhelmed but welcome each new task. The Silent Way teachers considered competent learners to be "persistent in overcoming obstacles and to be internally motivated to overcome challenges" (Christian, AC 12, A, 049-062). The teachers were aware that students were not always intrinsically motivated. In their opinion, unmotivated students needed to use other attributes of the self, such as will to make up for their lack of passion and curiosity (Christian, AC 12, B, 1143-1150). Silent Way teachers tried to mobilise the students' energy not by passing on their own enthusiasm but by setting up challenges. They actively discouraged the "social worker attitude" but encouraged students to treat each other as being capable of finding answers by themselves.

Silent Way students were aware that this method demanded more effort of them but that this also led to greater learning (Students 2, AC 6A, A, 192-203). The students were confident that the learning would be available to them in the future. They liked their experiments with the language and the stretching of their own personal limitations. They commented that there were some frustrating moments, but that they felt motivated to learn because they could see the progress they made, and that they "worked
almost without knowing it" (Students 2, AC 6A, A, 528-530). They felt proud of themselves and confident that they could manage the next challenges. They reported being motivated not by trying to please the teacher, but by trying to find the answer to their questions (Students 2, AC 6A, B, 836-868).

The students mentioned in their interviews again and again that they needed to invest a lot of effort to learn this way but that it was not an effort that tired them out but that gave them energy. They felt motivated and pleased with the learning they had achieved. Students commented positively on the fact that no one was abandoned at any time, everyone was taken seriously. They felt valued as individuals and as a group although they never received compliments (Students 2, AC 6A, A, 509-510). They also mentioned that they did not want compliments but that they wanted to see that they are advancing. They did appreciate the progression that was in fact an evaluation of their own potential in comparison with their actual achievement instead of a comparison with other students. When students realised that they could overcome obstacles they felt motivated and enthusiastic to learn more (Students 2, AC 6A, A, 516-520). They commented on the constant movement and dynamic which encouraged them to take another challenge once they had overcome a previous one (Students 2, AC 6A, A, 507-508).

The students' own statements and their body language showed that they were very attentive (Students 1, AC 16, A, 100-118). They mentioned the need to concentrate all the time and the lack of mental breaks (Students 2, AC 6A, A, 454-459). The classroom at all times showed signs of relaxed, yet focussed concentration, which was indicated by students being capable of answering at any time because they did not have to be "called back into the room". Their eyes were usually fixed in the same direction, they moved their mouths silently when others are speaking (Students 1, VC 4, 256-267). Some of the comments students made in relation to their experience of the Silent Way course are listed below. For French readers the original quotes are given.
460-462: Au début (on était fatigué), mais pas maintenant. Ça depend des jours. C'est vivant. C'est prenant. Ça prend la tête.

464-468: Ça donne de l'énergie. C'est un effort qui motive. Ça passionne, c'est pour ça. On est là pour ça.

481-484: On a envie de le faire, on construit. Ce n'est pas une contrainte. Ça, c'est excitant, on a envie d'apprendre, de savoir comment dire ça.

491-492: On a envie de le faire, on construit. Ce n'est pas une contrainte. Ça, c'est excitant, on a envie d'apprendre, de savoir comment dire ça.

500-505: Puis, il y a une valorisation permanente de la part des enseignants. Moi, j'ai des mauvaises souvenirs, j'étais dans une école de curés, on nous forçait à genoux, c'était une punition comme dans des films d'histoire et, là, je trouve qu'il y a une valorisation individuelle et une valorisation du groupe, tout le temps, c'est toujours en positif. Tout est positif.

506-507: Non, (elle ne donne jamais des compliments), mais elle fait fier. On a l'impression qu'on va y arriver et on y arrive.

516-520: Je ne suis pas ici pour avoir une note ou un niveau particulier. Ça fait très plaisir, quand j'ai réussi, donc je veux encore apprendre autre chose. J'ai compris ça, je vais essayer de comprendre ça et puis après on pourrait monter encore plus.

528-530: On travaille presque sans savoir.

534-535: Quand c'est simple on est plus concentré. On n'est pas perdu par des détails quand c'est simple.

551-555: Moi, je suis contente de ne pas paniquer, de ne pas complexer, d'être moi-même. Je suis ce que je suis, je fais des fautes mais depuis qu'on a une certaine intelligence qui fait que je peux progresser parce que les autres vont m'aider.

798-799: Cette fois-ci, c'est devenu naturel.

In the beginning (we were tired), but not now any more. It depends on the day. This is lively. It is absorbing. It engages the mind.

It gives energy. It is an effort that motivates. It is fascinating. We are here for this.

We feel like doing it, we are constructive. It is not a constraint. This is exciting, we feel like learning, we feel like knowing how to say this.

We want to (learn) and this is what it takes to get there.

There is a constant valuing of us by the teachers. I have very bad memories, I was taught by priests; they forced us to kneel down, it was a punishment like in old films, and here, I find that there is always an appreciation of each individual and the group, it is always positive. Everything is positive.

No, (she never gives compliments) but she makes us feel proud. We have the impression that we will get there and we get there.

I am not here to get a mark or achieve a particular level. It gives me a lot of pleasure when I have managed something, so I want to learn other things. I have understood this, I will try to understand that and after that I could go even further.

We almost work without knowing it.

When it is simple we are more concentrated. One doesn't get lost in details when it is simple.

I am personally happy that I don't panic, that I am not inhibited. I am happy to be myself. I am what I am- I make mistakes but since I have a certain intelligence it means that I can advance because the others will help me.

This time, it (learning English) has become natural.
According to Gattegno's theory and to the statements of Silent Way teachers this attentive concentration and resulting enjoyment is an indication of students having the self at the helm. When the self is at the helm students forget everything around them and are deeply involved in the experience. This focused state was linked by Roslyn to deep experiences of well being and exhilaration which make students aware that something deeper is happening than them just learning a language (Roslyn, AC 15, A, 337-344). These summarised results relating to intrinsic motivation and positive energetic states that students experience while learning English using the Silent Way show remarkable similarities to Csikszentmihalyi's "flow model".

11.4.1. The concept of "flow"

The basic idea that people prefer to do the things they enjoy doing and that enjoyment comes from doing something well goes back to Aristotle who praised the enjoyment derived from the achievement of excellence in activity and called it "virtue" (MacIntyre, 1984: 160). Dewey maintained that ideal conditions for education exist when a student's enjoyment of the present moment was combined with her or his work toward long-term goals. Dewey states:

To be playful and serious at the same time... defines the ideal mental condition (Dewey, 1933: 286).

This mental condition has been defined by Csikszentmihalyi as the flow model of optimal experience. He defines "flow" as:

... a subjective state people report when they are completely involved in something to the point of losing track of time and of being unaware of fatigue and of everything else but the activity itself. ... The depth of involvement is something we find enjoyable and intrinsically rewarding (Csikszentmihalyi et al, 1993: 14).

The state of flow can happen when skills and challenges are matched in such a way that the experience of achievement provides enjoyment. In his studies with talented teenagers, Csikszentmihalyi showed that only "when
challenges and skills were felt to be high and working in tandem did all the varied components of well-being - cognitive, emotional, and motivational - come together for the students. Concentration was far above its normal classroom level, and self-esteem, potency and involvement also reached their highest levels (Csikszentmihalyi et al., 1993: 186). The balance of skills and challenges is constantly changing. It is impossible to keep on enjoying the same activity at the same level. After a certain time one's skills increase and the activity becomes boring if the skills are higher than the challenge. When, on the other hand, one's skills are not developed enough to match the challenge, one experiences anxiety. In order to avoid anxiety one needs to perfect one's skills. The desire to keep on enjoying an activity forces us to seek out new challenges in the environment and to increase our skills to match them (Csikszentmihalyi et al., 1993: 15). Thus the desire to keep enjoyment alive forces people to become more complex, which implies seeking out new challenges in the environment and integrating new skills. There has to be a close fit between challenges and skills to provoke optimal experiences in teaching and learning. The flow model can be illustrated as follows:

![Diagram 5: The "Flow" Model](image-url)
The model illustrates that flow happens when challenges are high and the skills to meet these challenges are high as well. When the skills are high and the challenges are low, the activity will quickly become boring. Apathy arises when the skills are low and the challenges are low. In cases where the challenges are high and the skills to match them are low the activity is perceived to be overwhelming and might induce anxiety.

For flow to happen the skills have to be almost perfectly matched to the challenges. Csikszentmihalyi lists as conditions for flow experiences that there need to be clear goals and awareness of the means to reach them. The person also needs to receive informational feedback on the activity. The skills of the person and the challenges need to be matched (Csikszentmihalyi et al, 1993:14). In terms of personal capacities that facilitate flow experiences this means that one needs to be able to (1) focus one's attention on the task at hand; (2) define one's goals in an activity and identify the means for reaching them; (3) focus on the informational aspects of feedback (Csikszentmihalyi & Nakamura, 1989: 66).

Flow experiences are characterised by a depth of involvement in the experience that leads to a complete focus on the present. The intensity of the experience lets people forget about the past and the future. This in turn results in a loss of self-consciousness which means that the person does not care about the impression he/she creates on others. Flow experiences can also lead to a distortion of the sense of time and people report that hours seem to pass very quickly. When these dimensions are experienced, the activity is regarded as worth doing for its own sake, in other words, the activity becomes autotelic or self-rewarding (Csikszentmihalyi et al, 1993: 14).

11.5. "Flow" teachers

Csikszentmihalyi states that flow teachers, i.e. teachers who create conditions for flow experiences in learning, keep their own interests in their subjects alive and keep on improving their skills at conveying interest. They try to reduce extrinsic pressures like marks, competition and needless rules. For example:
Memorable teachers might be thought of as alchemists of consciousness whose art lies chiefly in transmuting abstract symbol systems into problems that matter to students. These are problems that pique curiosity and mobilise the skills of receptive learners. Such optimal conditions afford the close, well-paced match between task complexities and individual skills that is the hallmark of the flow experience (Csikszentmihalyi et al, 1993: 185).

Flow teachers do all they can to centre students' attention on the challenges and inherent satisfactions of learning something new. Flow teachers often have high expectations of their students, but they translate these expectations into modes of practice that model critical reflection, account for personal accomplishment, and allow mistakes as clues to further improvement (Csikszentmihalyi et al, 1993:192). Flow teachers therefore practise feedback that gives information on how a skill could be developed rather than feedback focused on controlling the performer (Csikszentmihalyi et al, 1993: 192). The feedback flow teachers provide relates to the present performance and supports the continuation of flow experiences. Thus:

Informational feedback, on the other hand, is focused on the ongoing activity. It thrives on trial and error, gamely but unobtrusively assisting the student to search out that new adjustment- that needed bit of knowledge essential to achieving a further step in competence. Its temporal frame is the present; its response, timely and ongoing; and its experiential focus, autotelic. That is, it is responsive to signs of the flow that emerges when a close fit between task demands and developing skills is realised (Csikszentmihalyi et al, 1993: 192).

To summarise, "flow" teachers encourage intrinsic motivation by matching challenges to students' skills. They give immediate informational feedback on students' learning and keep their own interests in their topics alive. By teaching this way they turn learners into "flow" learners.
11.6. "Flow" learners

Csikszentmihalyi found in his studies with talented students the most enjoyable learning experiences result from a stretching of one's skills. He maintains that:

... learning flourishes in environments and relationships that take the cultivation of passionate interest as a primary educational goal. We refer to such environments as autotelic, or self-rewarding contexts- more simply, flow classes- because they consistently foster the enjoyable experience of flow in learning (Csikszentmihalyi et al, 1993: 190).

Positive learning experiences depend on motivation that makes students want to take on increasingly demanding challenges. Intrinsically rewarding learning "produces an experience of growth and of mastery, a feeling that the person has succeeded in expanding his or her skills" (Csikszentmihalyi et al, 1993: 219). These learning experiences move from the motivation to meet new challenges to the satisfaction of having mastered the challenges and increased one's skills to the renewed motivation of meeting new challenges. In this way flow experiences lead learners along an upwardly moving spiral that is characterised by a feeling of well-being and mastery. Flow learning therefore ties in with a large body of work on intrinsic motivation (Deci & Ryan, 1985; Amabile, 1985; Gottfried, 1985; Whitehead, 1984). A brief history of motivation is offered by Csikszentmihalyi & Nakamura (1989). They come to the conclusion that several facts point to the self as the element that in addition to genetic programming and stimulus-response patterns determines human behaviour. They state:

(1) People are moved by curiosity and novelty; (2) people need to feel in charge of their own actions; and (3) autonomy and self-determination will lead people to act in ways that often override the instructions built into their nervous systems by genes and by learning (Csikszentmihalyi & Nakamura, 1989: 48).

Results of experiments made with American teenagers led Csikszentmihalyi & Nakamura to the belief that "complex human behaviour in real socio-cultural environments cannot be explained or
predicted unless one takes into account the needs of the self" (Csikszentmihalyi & Nakamura, 1989: 64). These observations offer an interesting framework for the interpretation of some results of this study.

11.7. Flow in the Silent Way

Both Silent Way teachers' aims and teaching strategies and Silent Way students' learning experiences seem to justify links to Csikszentmihalyi's flow model of optimal learning experiences. When Silent Way teachers strove for a climate which was both challenging and enjoyable and allowed students to test their skills against challenges just beyond them, they did what Csikszentmihalyi claims flow teachers do. The fact that they did not interfere with the students' attempt to overcome the challenges but instead trusted in their capacities to work problems out for themselves enabled students to become actively involved in their learning process. Setting up challenges that appealed to students' curiosity and showing their trust in their capacities helped students to stay on the task at hand and get into the flow.

Silent Way teaching and flow teaching are characterised by a sense of timing and pace, an understanding of when to intervene and when to hold back, and the skill of turning mistakes into information that can help students to improve. One student interviewed by Csikszentmihalyi described a good maths teacher by stating:

I see a good teacher as one who lets you try and figure things out. She tells you what homework you have and it's not graded or anything and they try and let you figure it out. If you don't they explain it and then give you another problem just like it to see if you can figure that - it's like trial and error (Csikszentmihalyi et al, 1993: 188).

This description is very similar to accounts by Silent Way students. They also felt challenged by the trial and error approach to discovering the language problem. One Silent Way student described it thus:

Ça fonctionne par essais, par erreurs et rien est laissé au hasard parce qu'il faudra arriver à la bonne formule, à la
bonne phrase avec le temps qu'il faudra. Ça, c'est fantastique, parce que je crois que personne n'est abandonné à aucun moment. On peut partir sur quelque chose un petit moment et Glenys revient: "C'est quoi, ta phrase?" Et ça, c'est extraordinaire, parce que il y aura toujours une réponse, il y aura sa réponse et la réponse. Et ça c'est important (Students 2, AC 6A, A, 432-441).

Descriptions by Silent Way students like this one also pointed towards exhilarating and energising states that were characteristic of flow. Although the students had to invest more effort in their learning they were also more involved in the present experience and did not perceive it as a strenuous activity. When they reported that they almost worked without knowing it, they only confirmed what Csikszentmihalyi considers to be one indication of a flow experience. Students mentioned several times that they were not extrinsically motivated but enjoyed feeling themselves advance (Students 2, AC 6A, A, 506-507). Their own statements and the analysis of their body language on the videos indicated a high level of focused attention which was facilitated by the simplicity of the Silent Way materials. This focused attention to the exclusion of outside distractions is another characteristic as well as a condition for the flow experience. The silence that was used in the Silent Way to facilitate the learning process by not interfering with distracting teacher talk allowed students to get deeply involved in the learning experience.

The above mentioned characteristics of the Silent Way as they were experienced by students give reason to establish a link to flow experiences as defined by Csikszentmihalyi. The students were deeply involved in the learning experience, they lost their sense of time and they learned for the sake of learning. They felt motivated to stretch their capacities and enjoyed feeling themselves advance. The Silent Way can therefore be seen as a productive and enjoyable way of learning a foreign language. And as some students mentioned, it can be seen as a successful way of bringing them back in touch with the enjoyment inherent in any learning. Csikszentmihalyi's flow model thus offers a valuable framework for the interpretation of the students' experiences.
In order to make sense of the Silent Way teachers' experiences another framework needs to be presented. The experiences of Silent Way teachers differed in many respects from those of other teachers using other approaches to teaching. These distinguishing features have been outlined in detail in previous chapters. The most outstanding difference seems to be the role of awareness and the self that teachers considered to be the most important characteristic of the Silent Way. Teachers mentioned that it was extremely important to get students to put their self at the helm (e.g. Roslyn, AC 8, A, 148-160). To be able to achieve this aim Silent Way teachers tried to have their own self at the helm so that the corresponding energetic state could be induced in students. It was the teachers' capacity to keep their self at the helm and to not get controlled by interfering thought and behaviour patterns that represented the starting point for an energetic climate in the classroom that was conducive to learning. This phenomenon will be further explored below.

The other aspect that played a central role in the Silent Way was the teachers' aim to provoke awareness (Glenys, AC 3A, A, 121-127). All the Silent Way teachers' strategies were aimed not towards passing on knowledge but towards producing awarenesses in students. Although the creation of awarenesses seemed to be more demanding on teachers because they had to always find ways of setting up situations so students could discover their mistakes instead of just telling them the correct answers, it seemed to be less draining on their energy because they did not carry the students. They left the responsibility of learning with the students. In order to do this successfully and not to fulfil the typical teaching role of "feeding" students knowledge, they needed to constantly observe themselves. Constant self-observation and consciousness of one's own personal development were seen as part of the requirement for being Silent Way teachers (Christian, AC 7, A, 123-155).

11.8. The Silent Way and "Essence"

The Silent Way was based on Gattegno's concept of the self and of awareness. These two main distinguishing features of the Silent Way led to the basic premise of the Silent Way that learning is becoming aware (Young, 1996).
Most recent developments in Object Relations Theory can provide a framework for the intentions and experiences of Silent Way teachers. Gattegno's definition of the Self that lies at the heart of the Silent Way teachers' approach to teaching seems to correspond to Almaas's definition of "Essence":

As we see, essence is the part of us that is the experience of "I am."... Essence is the only thing in us that is directly aware of its own existence. Awareness of its existence is an intrinsic quality of essence (Almaas, 1986: 10).

In his book *Conscience de la Conscience* (1954), Gattegno depicts a strong self which is at the core of every learner. The Silent Way teachers reported that they regarded it as their task to address this self and to bypass the psyche. Fusako Allard from the Silent Way Center in Osaka and Roslyn Young from the "Une Ecole Pour Demain" in Besançon describe what happens in Silent Way classes when the self is addressed as follows:

The essential tenet of the Silent Way is that it is possible- and necessary- to bypass the Psyche altogether and concentrate the learning experience solely on the Self, the only part in humans which learns. The experience of living in the Self is immensely powerful. This is the experience mountain climbers have when they must maintain total presence in their acts in order not to fall off the cliff-face and be killed. It is what athletes experience when they push themselves to the limits of their possibilities, what musicians experience when they become totally involved in their activity. To create this experience in language learners, it is necessary to force them to shed their preconceived ideas about their abilities and capacities in order to enter into a new experience, that of being totally present in what there is to be done in the language classroom. Only then will they live the experience Stevick spoke of at the end of his description of the Silent Way in his preceding book, that is to say, a transformation of
themselves as learners, a "metamorphosis," to use his words (Allard & Young, 1990: 27).

Allard and Young describe the same essential experiences as Almaas when he gives examples of increased presence. His descriptions show remarkable similarities to the one offered above by Allard and Young. He writes:

Sometimes, a person under extraordinary duress, when his ability to function might be expected to be reduced, will be saved by a surprising power or capacity surging from within. His perception will suddenly become acute, his mind lucid, his body agile and responsive. .. It is as if the whole being has gathered in one integrated intensity, which makes possible the emergence of a calm strength, a poignant presence that deliberately and knowingly acts according to the needs of such a moment. ..What matters for our discussion of presence is that in those rare crises of life and death, when our ordinary capacities and action fail us, there can emerge in us a power hitherto unknown: a calm and collected presence that can take charge and act unhampered by our thoughts and emotional states. This condition is not experienced simply as the absence of hampering thoughts and emotional conflicts. There is, rather, a positive presence of a power, of a superior intelligence that is not physical, emotional, or mental (Almaas, 1986: 6).

It would seem to be desirable to teach students in such a way that their awareness, attention and presence are increased. Allard and Young contend that this is being offered by the Silent Way. They write:

We contend that people are motivated to brave such difficulties as the cold, the pressure of being deep under water, the risk of accident, or simply the barrier of their personal limits, in order to participate in such activities by a profound desire to know themselves better in and through the circumstances they put themselves into. Only if a class offers the students an opportunity to learn more about themselves as
well as learning the language will motivation be high. The Silent Way was invented to function in such a way as to heighten these occasions of learning more about oneself whilst engaged in the activity of learning a language (Allard & Young, 1990: 29).

The Silent Way teachers that were interviewed and observed as part of this study seemed to agree that it is the task of the teacher to stimulate awareness in the students and to watch them in the process of becoming aware. The reports of the interviewed Silent Way students seemed to confirm that this actually happened in the Silent Way classrooms. The high level of presence and energy that was witnessed by everyone in the room was the real distinguishing feature of the Silent Way. Learning took place through "the movements of the self becoming aware" (Allard & Young, 1990: 29). Recent developments in Object-Relations-Theory and Self-Psychology can offer deeper insights into the functionings of the self and the processes of the self becoming aware of its own awareness. The study suggested that Silent Way teachers were aware of their own awareness and could recognise moments of awareness and obstacles to it in their students. As this required of the teachers that they be aware of their own self and awareness, they had to go through their own transformation or "metamorphosis" first before being of any use to their students. The Silent Way is therefore not a teaching method that can be "learnt", it is an approach to teaching and learning that is based on the teacher's willingness to stay present to the situation, to observe her/his own functioning and to keep vigilant to the workings of his/her own self. Being a Silent Way teacher therefore means being involved in a never-ending unfoldment of deeper insights into the workings of the self.

In recent years, developments in educational psychology have contributed remarkably extensive material to the understanding of the role of the self and awareness in learning. Schunk and Zimmerman (1994), emphasised the importance of self-regulation as a major variable in the learning process. The construct of self-regulation refers to the degree that individuals are metacognitively, motivationally and behaviourally active participants in their own learning process (Zimmerman, 1994). The concept of self-regulation has been linked to various other theories that could
possibly explain the origins of self-initiated processes that improve learning. Among them are the interrelationship of self schemas, motivation, cognition and self-regulation as examined by Garcia and Pintrich (1994), and the link between attribution theory and self regulation as suggested by Borkowski and Thorpe (1994). These and many other recent discoveries about the involvement of the self in the learning process could offer valuable insights into the deeper reasons why the Silent Way works the way it does. A theoretical analysis of this kind goes beyond the confines of this study, but could serve as a framework for further studies. The results of this study seem promising enough to warrant further research into the Silent Way from the perspective of educational psychology.

11.9. Conclusion and implications for further studies

The present study aimed to investigate a different way of learning and teaching a foreign language. The study showed that Silent Way teachers used Gattegno's model and his theory of learning as their theoretical foundation for their teaching. According to Gattegno, learning cannot take place unless the learners are aware of what they are doing. Based on this premise, the Silent Way teachers that participated in this study aimed at making their students aware of what they were doing while they were involved in learning the language. The teachers tried to avoid passing on pieces of knowledge or information about the language because the arbitrary nature of knowledge makes it easy to forget learning based on it. They tried instead to connect the language the students were ready to learn to concrete situations in the here and now.

Starting most of the time from the sentences the students produced themselves, the teachers used different aspects or checklists of Gattegno's model to determine why a student's production may be flawed. They then proceeded to give indications that there was a mistake and helped students to work out for themselves what the correct version might be. The Silent Way teachers often used finger correction or the strategy of laying the sentence out with rods to indicate the place of the mistake. They then may have said one word like "pronunciation" or "music" or "again" to encourage the student to have another try. As soon as the student produced the next
sentence based on the awareness of the mistake, the Silent Way teachers used the student's production as a feedback on their attempt to make students aware of the ways in which they used themselves as learners.

This process of subordination of teaching to learning was characterised by the Silent Way teachers usually moving along with the students' attempts and furnishing feedback on them. The students that participated in this study reported that they felt challenged by this approach and enjoyed the learning experiences. The present study seemed to support assumptions made by Gattegno that learning can only take place when the learners are aware of themselves as learners and have their self at the helm. Further studies could determine whether the same teaching strategies would work for different age groups and different subject areas. One such study by De Cordoba already found Gattegno's concepts to be useful for teachers involved in university teacher education programs (De Cordoba, 1986).

At this stage, the results of the study would encourage future researchers to investigate further the internal processes involved in learning and teaching a language that is based on awareness rather than the passing on of information or knowledge. This would imply extrapolating the principles underlying the Silent Way and applying them to other subject areas. The pedagogical approach inherent in the Silent Way deserves more attention from a theoretical as well as an empirical point of view.

The study of the Silent Way demonstrated that in several areas there was a dynamic at work that was not linear or causal. Instead, several typical Silent Way phenomena displayed a cyclic, flowing movement that involved moving backward and forward in a seemingly unpredictable way. This was the case, for instance, when students and teachers explained the movement through the four stages of learning. The process of learning could then involve making two steps forward and then one step back again, however, even the one step back was in reality a necessary step to move forward. The phenomenon of the movement between facilitating anxiety and debilitating anxiety or from pleasant silence to unpleasant silence was also characterised by this flowing movement. To summarise, it can be stated that the Silent Way displays attributes of a playful movement that is based on the trust that eventually every student in his/ her own time can master the language.
The Silent Way presented itself as an approach to language teaching that concentrates on minute details and uses a minimum of materials. The energy in the classroom was mostly calm, focused and clear. This was attested by students and teachers. There were many silent moments during a lesson which were mostly experienced as pleasant, because the students had the opportunity to learn undistracted in those moments. The Silent Way materials were colourful and at the same time very basic. There were no books with pretty pictures or authentic foreign language materials, there were no fancy cassettes or videos that accompany the teaching method and offer all sorts of stimulating distractions. The fact that there were no extrinsic rewards to be gained as, for instance, in the form of tests, marked homework etc. adds to the impression that the Silent Way course was austere because it threw the learners back on themselves as the source of motivation and interest.

The students reported that it took them a few days to get used to this new approach. The Silent Way may not appeal to everyone, especially since teaching is nowadays often based on some form of entertainment and involves changes in teaching strategies every so often. The intensive occupation with detailed phenomena of the language, the silence, the lack of extrinsic rewards, the lack of social small talk during the lessons- these aspects bring students back to basics. However, the study seemed to suggest that most students responded well and that they enjoyed themselves once they got used to working on concrete functions of the language.

The Silent Way thus seems to be an approach that brings with it a matter-of-factness, a focus on the task at hand and a detachment from the usual social and personal preoccupations. At the same time, there was an observable aliveness, a curiosity, a sense of presence that could be seen on both the teachers' and the students' faces and could be felt in the room. It is, in other words, a no-nonsense approach. There was a task to be done and everyone was involved in doing it. To the observer, it could appear as if not much was happening on an external level in the Silent Way classroom. One had to be involved internally to realise that within the silence there was movement and eloquence. Shifting rods around on the table might seem
boring to an outsider but in reality attested to the internal awarenesses that preceded these changes.

This observation implies that other language teachers might like to shift their focus away from offering externally appealing teaching materials to offering stimulating inner challenges. A move away from the concentration on the outer processes to the discovery and enhancement of inner processes could provide teachers with exciting challenges themselves. Teachers using and applying the principles inherent in the Silent Way would make the art of learning the focus of their own observations. These shifts from external to internal processes in both teachers and students could be explored by further studies which would involve transferring the Silent Way principles to other educational contexts.

As Silent Way teachers did not explicitly give rules of the language but illustrated through examples how the language functions, the deductions the students made, happened silently in their minds. It was only when students produced the next sentences or went to the chart to show something that was a direct result of their awareness that the internal processes became obvious. The students had to be vigilant in the silence to be able to connect to the awarenesses of the other people in the group. It would be interesting to conduct further studies that could give more insight into the quality difference between work done in silence and work done through communication.

These different factors contributed to the fact that students were involved in the learning process to such an extent that the energy in the classroom was relaxed yet intense. It was the energetic state that Gattegno describes as being typical for having the self at the helm. Teaching approaches based on learning in alpha-states, i.e. Suggestopedia (Lozanov), show that a relaxed frame of mind can facilitate learning. The element lacking in a teaching method such as suggestopedia is the role of the intense involvement that the Silent Way seems to provoke. The combination of relaxation and complete involvement appears to be conducive to learning. Further research needs to investigate if this is the case and if it is, how this state could be best achieved.
The present study thus offered further insights into the inner processes involved in learning a language the Silent Way. The study does not claim that the Silent Way is the only approach to teaching that is based on these concepts of learning. It would claim, however, that all successful, lasting learning requires the learners to be aware of what they are doing— that learning can only take place consciously and that conscious learning can be linked to an energetic state of curiosity, openness and presence. In other words, the study supports Gattegno’s hypothesis that only awareness is educable in people.
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Introduction to Appendices

The following section serves to introduce the reader to the appendices. This presentation intends to give the reader deeper insights into the research program and to illustrate the intensity of contact between the study teachers and students and the researcher. The presentation also offers the opportunity to make the data accessible and available for other researchers. Instead of introducing each appendix separately, they are here listed together for easy reference.

Appendix 1 offers a detailed time table of the research activities in Besançon, France. It shows who the teachers and students were in each week and what the researcher did every day to collect data.

Appendix 2 lists the audio and video cassettes that were taped in Besançon. This list is intended to help other researchers to find references to the date, the informant and the content of the tapes as they were collected in chronological order.

Appendix 3 shows the referencing system the researcher used to indicate the numbers on each tape. As the tapes were not of the same lengths, the amount of material registered on each side of the tape varied. The counter numbers should help other researchers to quickly find the relevant section on the tapes.

Appendix 4 summarises an interview the researcher conducted with an old colleague of Gattegno's. Some of his statements are quoted in the main text of the thesis and the transcript should help other researchers to put his statements into a larger context.

Appendix 5 lists the interview questions that the researcher used during interview 1, interview 2, the student interview, the stimulated recall interviews with teachers and with students. As was indicated in the methodology chapter the researcher used a semi-structured interview approach. Some of these questions listed were therefore asked literally, others served as probing questions and were changed slightly depending on the context.

Appendix 6 gives operational definitions for the categories used for the data analysis of all data. The categories represented here may have emerged from different sources of data but then were always applied to all data.

Appendix 7 shows an example of a questionnaire filled in by one of the students.

Appendix 8 gives the English translation of all the answers provided by students in the questionnaires. The students were numbered and the answers listed in chronological order according to the student's number. This appendix therefore not only provides the reader with the questions and answers in English but can also give an indication of a particular student's attitudes if the answers each particular student gave are read together.
Appendix 9 shows some notes that the researcher took during the transcription phase of the data analysis. The researcher kept the journal throughout the study, both during the data collection and the analysis phases to help her make more sense of the data.

Appendix 10 offers two examples of how the interviews were coded. The first one shows the coding of interview 2 with Christian, the second example indicates the coding of one video tape that was commented on by Glenys. This example shows that both, the video and the stimulated recall interview were coded at the same time.

Appendix 11 gives a short insight into some journal notes the researcher took during the data collection phase in Besançon.

Appendix 12 is a copy of the questionnaire students have to fill in before enrolling in a language course in the CLA. In it they have to give an assessment of their oral and written comprehension and expression skills. The students also give the teachers some information about their previous exposure to English by answering these questions.

Appendix 13 shows the English entry examination students have to complete to be assigned to a particular level. In conjunction with the questionnaire shown in appendix 12, this test allows teachers to get a first impression of the students' language skills. By correlating their current test results with the amount of time spent on learning English previously and the amount of time passed without any practice, the teachers get some good indications what particular requirements each student might have.

Appendix 14 gives an outline of what students can expect from their course and what is expected of them. The description lists the skills students should possess after the course and indicates what they could do as a follow up after the course.

Appendix 15 asks students some important questions that might sensitize them to the theory behind the Silent Way. It does not provide answers but asks questions which students might want to think about before and during the course.

Appendix 16 is a sheet that was handed out to students in the very first lesson as a communicative activity to break the ice. Students had to find people in the new group who could answer in the affirmative to any of the questions listed.

Appendix 17 shows a graphic representation of the English verb system as it was presented during one of the lessons. The little squares symbolise the rods that represent the different parts of the verb tenses. This sheet was handed out to students after the lesson that introduced all the English verb tenses.

Appendix 18 was handed to students during the course. It helps students to become aware of their own particular language problem and to monitor their own progress in that area. This sheet was used only by the students.
Appendix 19 offers students information about possible ways to work on their English after the course. It gives, for instance, information about radio programs in English, foreign language bookshops and other useful addresses. The leaflet also gives handy hints about ways to practise some English every day.

Appendix 20 is a questionnaire students were asked to fill in after their course. It is very important for Silent Way teachers that students are satisfied with their course because the CLA is a centre that finances itself and therefore relies on satisfied customers. This questionnaire is designed to get information on the students' evaluation. It supplements a discussion about the course with one of the representatives of the CLA.
Appendix 1

Detailed Time-Table - Besançon 14.11.- 28.11.

WEEK 1
Teachers: Roslyn: 8.30-11.30, Christian: 1:30- 3:30

Mediatheque: 3:30-4:30

Students: Julia, Martine, Francois, Didier, Jean-Louis, Patrick

Monday, 14.11.
The researcher got to know students, participated in ice-breaking activities, observed classes all day
Data gathered: field notes

Tuesday, 15.11.
The researcher observed Roslyn in the morning, Christian in the afternoon, conducted Interview 1 with Christian at 3:30
Data gathered: field notes,
audio-cassette No 1 (Interview 1, Christian),
audio-cassette No 2 (Roslyn 10:30-11:30)
audio-cassette No 3 (Christian 1:30-2:30)

Wednesday, 16.11.
The researcher observed all day
Data gathered:
audio-cassette No 4 (Roslyn 8:30-10:15)
audio-cassette No 5 (Roslyn 10:15-end)
audio-cassette No 6 (Christian 1:45-3:20)

Thursday, 17.11.
The researcher did not observe, but conducted interviews all day
Data gathered:
audio-cassette No 7 (Christian, Interview 2, 10:00 - 12:00)
audio-cassette No 8 (Roslyn, Interview 1, 2:00- 4:00)
audio-cassette No 9 (students, Interview 1, 5:30- 6:30)

Friday, 18.11.
The researcher observed Roslyn, 8:30-10:00, conducted interview II Christian, 10-12:30, conducted interview II Roslyn, 2:00- 5:30
Data gathered:
audio-cassette No 10, Roslyn's lesson, 8:30-10:00, tape-recorder close to students
audio-cassette No 11, same lesson, tape-recorder close to Roslyn
audio-cassette No 12, Interview II Christian, (first part)
audio-cassette No 13, Interview II Christian, (second part)
audio-cassette No 14, Interview II Roslyn, (first part)
audio-cassette No 15, (second part)

WEEK 2

Roslyn: 8:30-10:30
Mediatheque: 10:30-11:30
Christian: 1:30-4:30

Monday, 21.11.
The researcher observed Roslyn, 8:30-10:30,
video-taped Christian, 1:30-3:00
Data gathered:
video-cassette No 1 on teacher
video-cassette No 2 on students

Tuesday, 22.11.
The researcher worked out student questionnaire in French,
spent time with the technician to arrange other camera,
editing etc.
video-taped Christian 1:30-3:00
Data gathered:
video-cassette No 3 on teacher
video-cassette No 4 on students

Wednesday, 23.11.
The researcher video-taped Roslyn, 9:00-10:30, observed
Christian, 3:00-4:30
interviewed students: Stimulated recall interview- students
using video-cassette No 4 (Christian's class 22.11. on
students)
Data gathered:
audio-cassette No 16 (stimulated recall, students)
video-cassette No 5 (on Roslyn)
video-cassette No 6 (on students)

Thursday, 24.11.
The researcher video-taped Roslyn's lesson, 8:30-10:30
observed Christian, 1:30-4:30
interviewed Christian: Stimulated recall, Christian, 4:30-6:00,
based on video No 3, 22.11.)
Data gathered:
video-cassette No 7 (on Roslyn, first part)
video-cassette No 8 (on Roslyn, second part)
video-cassette No 9 (on students, first part)
audio-cassette No 17 (first part, stimulated recall, Christian)
audio-cassette No 18 (second part)

Friday, 25. 11.
The researcher observed and video-taped Roslyn, observed
Christian, interviewed Roslyn: stimulated recall Roslyn 5:00-
6:30 (based on video No 7, 24.11.)
Data gathered:
video- cassette No 10 ( Roslyn's lesson)
audio-cassette No 19 (stimulated recall Roslyn, part 1)
audio-cassette No 20 (stimulated recall Roslyn, part 2)

Monday, 28.11.
The researcher interviewed Roslyn: Stimulated recall Roslyn on video-cassette No 5, 23.11.
Data gathered:
audio-cassette No 21 (first part)
audio-cassette No 22 (second part)

Besançon _5.12.-16.12._

WEEK 3

Glenys: 8.30-11.30
Donna: 1:30- 3:30
Mediatheque: 3:30-4:30

Students: Chantal, Georges, Charles, Philippe, Hubert, Sylvain

Monday, 5.12.
The researcher got to know students, participated in ice-breaking activities, observed classes all day
3:30-5:00 Interview 1 with Glenys
Data gathered: field notes
audio-cassette No 1A (Interview 1, Glenys)

Tuesday, 6.12.
The researcher observed Donna in the morning, Glenys in the afternoon,
3:30 Interview 1 with Donna
Data gathered: field notes
audio-cassette No 2A (Interview 1, Donna),

Wednesday, 7.12.
The researcher observed all day, observed Kevin until 10:00
3:30 Interview 2 with Glenys
Data gathered: field notes, Glenys all day
audio-cassette No 3A (Interview 2, Glenys)
audio-cassette No 5A (Interview 2, Glenys)

Thursday, 8.12.
The researcher observed Donna in the morning, Glenys in the afternoon
3:30-5:00, Interview 2 with Donna
Data gathered:
field notes
audio-cassette No 4A (Donna, Interview 2)

Friday, 9.12.
The researcher observed Donna in the morning, Glenys in the afternoon.

Data gathered:
field notes

WEEK 4

Donna: 8:30-11:30, Tuesday, Thursday, Friday
Mediatheque: 3:30-4:30
Glenys: all the other sessions

Monday, 12.12.
The researcher observed Glenys, 8:30-11:30
video-taped Glenys, 1:30-3:00
Data gathered:
video-cassette No 1A on teacher
video-cassette No 2A on students

Tuesday, 13.12.
The researcher observed Donna all day
video-taped Donna, 8:30-11:30
video-taped Glenys, 1:30-3:00
Data gathered:
field notes,
video-cassette No 3A on teacher, 8:30-10:00
video-cassette No 4A on students, 8:30-10:00
video-cassette No 5A on teacher, 10:15-11:30
video-cassette No 6A on students, 10:15-11:30
video-cassette No 7A on teacher, 1:30-3:00 (used for stimulated recall)
video-cassette No 8A on teacher, 3:00-3:30
video-cassette No 9A on students, 1:30-3:00 (used for Stimulated recall)

Wednesday, 14.12.
The researcher spent morning with technician to copy cassettes
observed Glenys, 1:30-3:30
Stimulated recall interview- students using video-cassette N0 9A (Glenys' session, video No 9A on students)
Data gathered:
audio-cassette No 6A (stimulated recall, students)
**Thursday, 15.12.**
The researcher video-taped Donna 8:30-10:30
observed Glenys, 1:30-4:30
Stimulated recall, Glenys 3:30-5:00 (based on video No 7a)
Data gathered:
video-cassette No 10A (on teacher)
video-cassette No 11A (on students)
audio-cassette No 7A (stimulated recall Glenys)

**Friday, 16.12.**
The researcher observed Donna, video-taped Glenys,
stimulated recall Donna, 10:30 (based on video No 5A)
Data gathered:
video-cassette No 12A (Glenys' lesson -teacher)
video-cassette No 13A (Glenys' -students)
audio-cassette No 8A (stimulated recall Donna)
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Appendix 3

Name, A (V), Number, Side, Counter number

Roslyn:

Interview 1: (Roslyn, AC 8, A, )
Interview 2: (Roslyn, AC 14, A, )
Side A up to: 571-580 Side B: from 590-609 until 1140-1150

Interview 2: (Roslyn, AC 15, A, )
Side A from 000-023 up to 574-581
Side B from 590-607 up to 1085-1099
Stimulated Recall: (Roslyn, AC 19, A, ) until: 1146
Stimulated Recall: (Roslyn, AC 20, A, ) from: 00:39:07 (045) to 318
Stimulated Recall: (Roslyn, AC 21, A, ) from 074
Stimulated Recall: (Roslyn, AC 22, A, ) from 010

Glenys:

Interview 1: (Glenys, AC 1A, A, )
Interview 2: (Glenys, AC 3A, A, )
Side A until 575-600
Side B until 1150-1166
Interview 2: (Glenys, AC 5A, A, )
Stimulated Recall: (Glenys, AC 7A, A, )

Christian:

Interview 1: (Christian, AC 1, A, )
Interview 2: (Christian, AC 7, A, ) until 906-914
Interview 2: (Christian, AC 12, A, )
Side A: 000-016 until 580-589
Side B: 1157-1160
Interview 2: (Christian, AC 13, A, )
Side A: 1165-1181 until 1431-1434
Stimulated Recall: (Christian, AC 17, A, ) until 1138
Stimulated Recall: (Christian, AC 18, A, )
From 00:38:06 at 013

Donna:

Interview 1: (Donna, AC 2A, A, )
Interview 2: (Donna, AC 4A, A, )
Stimulated Recall: (Donna, AC 8A, A, )

Students:

Interview 1: (Students 1, AC 9, A, )
Stimulated Recall: (Students 1, AC 16, A, )
Stimulated Recall: (Students 2, AC 6A, A, )
Videos:

(Roslyn, VC 7, )
(Glenys, VC 7A, )
(Christian, VC 3, )
(Donna, VC 5A, )
(Students 1, VC 4, )
(Students 2, VC 9A, )
Appendix 4

Interview with David Wheeler
Vancouver,
205/ 1230 Haro Street,
9. 11. 1994
from 3 pm to 5 pm.

Approximate transcription of notes taken during the interview:

I met Gattegno in 1951 at the London Institute of Mathematics. Gattegno used to give seminars and because I knew of him through a student I finally went to hear this person. (A little anecdote: Marianne Faithful was there as a child because Dr. Faithful, her father, attended the seminars.)

Gattegno enjoyed being right. He would sometimes reduce people to tears if they said something really silly. He would say, for instance: "Listen to what you are saying." Some people considered him to be a crank or a quack, but I have no doubt that he was grappling with something important. He was facing more real questions. Some of these meetings of educators were image-making occasions and Gattegno would explode into all this.

In 1952 I met him for the second time. He formed the "Association for teaching aides in mathematics" or ATAM. It is now called ATM. This was a tactical move at that time because there was already an association for mathematics teachers. As he could not start a second one he included the idea of teaching aides but he was indirectly expressing that the original teachers' association was not good enough.

In 1952 he also formed the International Commission for the study and Improvement of the teaching of Mathematics, which was mainly a French organisation. It still meets once a year. Gattegno dropped out in 1960. This organisation attracted people like Piaget. Gattegno was the sort of person who would not hold back what he thought. If he felt that people needed correcting he would say so.

The third major institution he formed was the Schools for the Future in New York. This was really the first time he tried to establish a commercial organisation. Apart from his need to make some money, he also wanted to put his ideas to the test by establishing this organisation. One could say that he never succeeded but he also did not fail. The project never really took off but it also did not disintegrate. He was an appalling business man.

He could dazzle people because he appeared to know a lot and he gave people all his attention. He was best on a one-to-one basis. However, he became impatient if things people said were silly. He was open and told people his best thoughts. He was focused, he could concentrate, remember everything one had said and pick up thoughts. As far as his spirituality is concerned he said that he learned a lot from his second wife, Shakti, who went often to Krishnamurti's talks. However, he said that he often sat with her in the front row and then went to sleep. He could not understand what she saw in him. I believe that spiritual questions interested him but he
pursued them in his idiosyncratic ways. In the beginning years he never gave references in any of his books about people who had influenced him, but later on he mentioned people like Montessori, whose work he greatly admired.

A person who would know more about Gattegno’s approach to spirituality is Dick Tahta in England. Also Brenda Meredith who was a student of Gattegno’s would know more. She is herself interested in Gurdjieff. She could teach very well, won teaching awards from independent institutions and was a good example for his teacher training. She visited New York many times.

From 1969 to 1970 I took a year of absence from my post in Leicester. I worked in New York with Gattegno. That time was very enjoyable, but it was sometimes hard to know exactly what was expected from you. Gattegno offered me a job after that but since I had left my job in Leicester under the condition that I would return to it after a year I could not stay. However, in 1972 I went back to New York, but by then it was in a sense already too late.

In the late 60’s, early 70’s the federal government had provided money for disadvantaged schools. They could get special financial help to set up intervention programs such as to help Puerto Rican children with their English, etc. Gattegno provided consultants, trainers for these schools. In 1969/70 he had about 12 people working for him. In 1970/71 there were about 30 people and the number went down to 20 in 1972. So by the time I returned to New York the money had already dried up. By 1974, he said that he could not pay me any more because the federal government pulled back the money. New York City could not pay its teachers any more, let alone consultants.

As a consequence I looked around for another job and was offered a position in the mathematics department in Montreal.

As an Englishman I did not like Gattegno’s boastful side. In seminars, he would show off what degrees he got and where he got them. I believe, however, that he was not so much pretentious but rather wanted to show that he had credentials. He would also always advise people to do a Ph.D.. He was rather pragmatic about it. He believed that one would not learn much doing a Ph.D. He scorned their educational value, but he did not scorn their social value. He said that credentials like that were necessary to make an educational contribution. As far as writing down his own achievements is concerned he would probably say that he would wait for ever for anyone else to write down his achievements so he had to do it himself.

In regard to his originality I would say that he is the closest I have ever come to a genius. He was an original thinker.

I have asked myself many times why the Silent Way has not been successful. I think that it makes heavy demands on the teacher. Gattegno used to say: "Working with the children's power makes your job easier than working against their power." What is the difficult part in the Silent Way is to
know how you do that, how to work with the children's power. The question is whether one is sensitive enough to tap into their power. There is an underlying demand to be pure at heart, to be on the side of the real in human nature. We all like to pay lip-service to this idea - we like to be on the level of the good. But how do we translate this into teaching practices?

The Silent Way is not only technically difficult, it is also very idealistic as a philosophy. We wish to do the right thing to children, we want to tap their real powers, but we do not know how to do it.

Gattegno was good at starting things. His adrenalin went to whatever charged him up most. What got him going was a challenging question. However, he easily got bored with the thought if he had to work it out long term. He moved from one challenging question to the next. He had too many irons in the fire. He was very hard-working. He led an unrestful sort of life. He would do a lot physically. He bullied himself through jet-lag and Shakti had a hard time trying to get him to go on a holiday. After two days he would get bored and wanted to do something. He was often busy earning bread-and-butter money. He handled it rather foolishly. I guess he could have stayed at the London Institute and that would have saved him from having to chase money. Sometimes he did not have the money to pay the bills but then that was not his personality so it is pointless thinking in these terms.

One woman, Claremont Dominisci spent hours making new sound charts because Gattegno wanted to give a seminar and yet did not have the money to have the charts printed.

Gattegno knew that the Silent Way was not a sufficiently elaborated system. He always embarked on different things and he could not stay with one thing. I feel that mathematics was closer to his heart than the Silent Way. There exists a film called "Numbers in colours", filmed at the St. George School in Montreal.

Towards the end of his life Gattegno knew that he was very sick. Until the last moment he conducted seminars and went through the commitments. He told Dick Tahta that he had colon cancer and that he was dying but when he went into hospital he was in such a bad state that he died within a few days. I don't think that he told his wife Shakti that he had cancer.

He was always working. He needed the stimulation of other people around him. Concerning the future of the Silent Way I believe that his reflections on the human evolution are the most promising part. His philosophy is really a rather optimistic story of humanity. His teaching methods will not survive but the philosophy they are based on could be interesting for future generations. He believed that we have to make another evolutionary step to become true human beings and this part of his philosophy might survive into the future.

Gattegno was never accredited for anything, except maybe as a mathematician. The famous mathematician Gustav Schocker always had time for Gattegno and respected him highly for his mathematical thinking.
Gattegno was interested in marrying Eastern thought and the Western lifestyle. He sought ways of bringing these two ideas together. Eastern thinkers like Krishnamurti and Gurdjieff interested him, yet he never felt the need to reject the Western civilisations. He did not turn away from Western materialism. He was very down-to-earth, never had a car and never spent money on himself. Shakti had a hard time getting him to spend money on clothes, but he did not turn away from Western ideals. His approach was to try to bridge Eastern and Western philosophies. He was concerned with human evolution and the role awareness plays in this evolution.

In a way I must say that in the post-war period we were much more optimistic about education. We wanted to give children a chance, to bring out the best in them. Now, I feel much more gloomy. So much has gone wrong in the education system and there does not seem to be a solution. In the 70s we still felt enthusiastic about education, but teachers on both the secondary and tertiary levels are very disillusioned today and no-one comes up with anything really new. I am more gloomy now than before. Gattegno's system can only be for a selected few who are open to these ideas. Maybe they can spread into mainstream education when the system is ready for a revolutionary change but at present it is too radical for the establishment.
Appendix 5

Interview 1:

Work
Tell me something about the courses you teach here.
How many students do you teach a year?
Which types of students do you teach?

Silent Way
What do you understand by the Silent Way?
Why have you chosen to become a Silent Way teacher?
Which other teaching methods are you familiar with?
How does the Silent Way compare with other ways of teaching languages that you know?
Has the Silent Way changed you as a teacher and a person?
What do you like about the Silent Way, what do you dislike?
In which language did you read Gattegno's books?
Interview 2

Teaching

Could you describe a typical Silent Way lesson to me?

What aims do you pursue in your teaching?

What is required of a Silent Way teacher? Which personality traits help to make a person a good Silent Way teacher?

Gattegno considered the Silent Way to be a tool for human development rather than just an approach to teaching. Would you comment on this idea?

What does Gattegno's recommendation to "subordinate teaching to learning" mean to you?

If there is so much emphasis on the individual learner, how do you deal with large groups?

What exactly is the teacher's main responsibility, what is the student's responsibility?

Gattegno said that students need to "enter" a new language. What does this mean to you?

How do you explain to the students the different energy distribution of the languages?

Is there a difference in the way you approach beginners and non-beginners?

Learning

Could you describe, from your experience, external and/or internal conditions under which students learn best?

From your experience, which types of learners benefit the most from the Silent Way?

From your experience, how do the students respond to the Silent Way courses?

How do you encourage students to keep on working? Do you ever praise or criticise their work? If you do, how do you do it?

How are the students' mistakes corrected?
Awareness

1. Theory
What role does awareness play in your teaching?

How do you know whether a student " has an awareness"?

Are there any physical or mental signs that indicate that students are coming to an awareness?

How does tension relate to awareness?

Can an awareness be lost again the same way as a piece of knowledge? Do students remember awarenesses? How do you know whether they remember them? What happens to the awareness?

In your experience, is it possible to learn awareness?

In your experience, is there a connection between presence and awareness?

How necessary is it for you to be a living example of an aware person?

2. Student's awareness
Gattegno mentioned that "effortless concentration" is necessary for learning. How do you bring this about?

According to your experience, what do the Silent Way students become aware of as far as their personality is concerned?

How do you help students to become aware of themselves as people?

3. Obstacles to awareness
What do you do when students experience tensions that precede awarenesses?

From your experience, which are the most common obstacles to becoming more aware as a person?

What are some of the strategies you use to overcome these obstacles to awareness?
Stages of learning
How does what we have talked about relate to Gattegno's four stages of learning?

What is your experience with Gattegno's four stages of learning?
From your experience, how do these four stages relate to awareness?

Energy
Which role does Gattegno's concept of energy play in your teaching?
When you teach languages, how do you try to save energy for the students?
What role does emotional energy play in learning?

Silence
What does the concept of silence mean to you in your teaching?
What role does silence play in your teaching?
In your experience, how does silence relate to learning?
Why is silence necessary in this kind of teaching?
Are there different qualities of silence in the classroom?
How long do you allow silence before you feel a need to intervene?
From your experience, how do the students experience the silence?
**Self/ psyche**

1. **Attributes of the self - recognition**

Gattegno mentioned the importance of addressing the attributes of the self. These are some of them (show diagram).

Which role do these attributes play in your teaching?

How do you in your teaching recognise and foster the attributes of the self?

How important is it in your teaching that you as the teacher are in touch with the attributes of the self?

2. **Attributes of the self - retrieval**

In your experience, are these attributes of the self at everybody’s disposal?

Do you find that all learners are still in touch with those attributes?

If a person has lost access to these attributes, how do you help to retrieve them?

How important is it for you to understand psychological blockages that may hinder the retrieval of the attributes of the self?

3. **Self/psyche**

Gattegno said that we sometimes let past learnings influence our current learning. He called the place where these past learnings are stored the psyche. Which role does the psyche play in your teaching?

How can you tell whether it is a person’s self or psyche that is involved in the learning process?

How do you re-awaken the powers of the self if a student's psyche hinders their learning?

How do you react to students who let their psyche dominate their learning?

From your experience, is there any similarity between the self and the psyche that may make it hard to distinguish which one is involved in the learning?
Students' Interview

How do you feel about the course?

How does the Silent Way compare with other ways of learning a language?

Tell me what you liked and disliked about the Silent Way course?

What do you think of the Silent Way materials, like the rods and charts?

What did you think of the teacher? In which way was she/he different from your previous teachers?

What does it feel like to be in a Silent Way classroom?

What do you think of the atmosphere in the classroom?

How did you feel when there was silence in the classroom?

Could you describe the different steps/stages in learning?

From your perspective, did the Silent Way teach you something about yourself as a person and a learner?

Is there anything else you would like to say about the Silent Way?
**Student Stimulated Recall**

"I am going to play back the videotape of your class now. I would like you to stop the tape when you see yourself engaged in learning something. I would like to find out what you were thinking and feeling at that time, whether you felt comfortable or not and whether you learnt something. If I see a particular spot on the tape that I find significant I will also stop thee and ask you about it. If you see other things on the tape you want to comment about, then just go ahead and stop the tape and talk about those parts."

**Teacher Stimulated Recall Interview**

"I am going to play back the videotape of your class now. Instead of stopping it and asking specific questions I would like you to stop the tape when you see yourself doing typical Silent Way activities such as provoking an awareness, addressing the self, using silence etc. In other words, I would like you to stop the tape when you see instances that are significant to you and that are particular to the Silent Way. At those points I would ask you to tell me what went on in your mind. If I see significant moments I will also stop there and ask you to comment. I would like you to consider some of these questions:

What was your intention at that time?

What were you thinking at that time?

What were you trying to achieve here?

What did you want students to do here?

In how far is this a typical Silent Way activity?"
Appendix 6
Relevant categories

DE: Definitions
refers to all the personal definitions teachers or students gave in relation to experiences with the Silent Way which helped in understanding their comments.

TA: Teaching Aims
refers to implicit or explicit aims teachers pursue in their Silent Way teaching.

GM: Gattegno's Model
refers to more generic rather than specific statements which can be explained in terms of the theoretical model Gattegno developed about teaching and learning.

SI: Silence
refers to comments about the use of silence as a teaching tool by teachers, teachers' and students' experiences of silence and other typical Silent Way phenomena that lead to or result from the use of silence.

SE: Self
refers to teachers' perceptions of their own self and their students' self, the ways in which teachers address the students' attributes of the self and the students usage of aspects of the self for learning.

PS: Psyche
refers to teachers' awareness of their own and their students' psyche, their teaching strategies to deal with psyche and the connection between psyche and learning.

SU: Subordination
refers to teachers' teaching strategies aimed at the subordination of teaching to learning, teachers' and students' comments about the process and/or experience of subordination and learning outcomes resulting from subordination.

SWT: Silent Way Teaching
refers to teachers' implicit and explicit aims, their teaching practices that are particular to the Silent Way, and comments by either teachers or students about aspects of Silent Way teaching which do not fit into one of the more specific categories.

SWL: Silent Way Learning
refers to comments about learning the Silent Way which distinguish the experience from other learning experiences.

SWM: Silent Way Materials
refers to comments about typical Silent Way materials such as charts, rods, pointer, pictures.
LL: Language Learning
refers to comments about experiences by students with other language learning methods or remarks by teachers or students about language learning in general.

A: Awareness
refers to teachers' aims of provoking realisations in students, student's understanding of new phenomena and general states of being conscious.

SO: Self Observation
refers to mental, emotional, behavioural observations of informants' functioning. Aims, processes and results of self-observation are included in this category.

PR: Presence
refers to a state of being that facilitates learning. It can also refer to attending patterns.

EN: Energy
refers to comments about personal energy, energy patterns of a particular language and the relationship between the two.

MO: Motivation
refers to extrinsic and intrinsic motivation from the teachers' as well as the students' perspectives. Included are teachers' espoused theory of motivation and students' experiences with motivation.

FSL: Four Stages of Learning
refers to this particular aspect of Gattegno's model. A specific category needed to be created because it played such an important role in teachers' decision making process.

TN: Tension, Frustration
refers to both positive and negative aspects of tension either as experience by students during learning or as created or avoided by teachers.

AU: Independence, Autonomy
refers to comments about the students' necessity for autonomy in their learning. It includes references to self-regulated learning and feelings of responsibility for one's learning outcomes.

CC: Classroom Climate
refers to the climate between teacher and students and students as a group. Interaction within the group that influence the climate in the class were also coded in this way.
Irrelevant categories

RE: Repetitions or elaborations which do not add new aspects.

PC: Personal conversations between researcher and informant.

AL: Allusions to current students, people in the community, experiences which were not related to the study.

AN: Anecdotes about previous students, classes and teaching experiences.

PH: References to the personal history of the teacher

Bl: Background information which is irrelevant to the study
Appendix 7

Questionnaire-students

Votre nom: ROUSSELOT Philippe

1) Pourquoi apprenez-vous l'anglais?
   Pour des besoins professionnels; la fréquence des conversations entre collaborateurs, nécessite une meilleure aisance au niveau expression orale.

2) Depuis combien de temps pratiquez-vous l'anglais?
   Depuis 10 ans au niveau études (Je n'ai pas pratiqué depuis 5 ans).
   expérience beaucoup plus orienté vers l'anglais lu et écrit peu d'expression orale.

3) Pouvez-vous comparer les différentes méthodes d'enseignement?
   La méthode enseignée au C.L.A semble permettre un apprentissage beaucoup plus rapide et durable que celles vers précédemment.

4) Que pensez-vous des outils, comme les réglettes et les panneaux?
   Cet environnement image est un fabuleux support de compréhension et d'assimilation.
   c'est une démarche d'aspect ludique qui est très motivante.

5) Avez-vous l'impression que les apprentissages d'anglais que vous avez déjà faits vous aident ou bien vous empêchent-ils d'apprendre selon la méthode Silent Way?
   Les apprentissages précédents m'aident pas, parce qu'ils sont complètement différents, mais il m'empêchait en rien l'apprentissage par la méthode Silent Way.

6) Quelle est votre opinion des professeurs? En quoi sont-ils différents des professeurs que vous aviez auparavant? Qu'attendez-vous d'un bon professeur?
   Grande pédagogie, particulièrement adaptée pour l'apprentissage de la langue. L'efficacité des méthodes employées semble permettre une rapide progression du niveau de chacun.
   Un bon professeur sait imaginer son propos afin que l'élève s'en souvienne.

7) Pouvez-vous décrire l'ambiance dans la classe?
   Ambiance agréable et détendue, mais motivée et passionnée.
8) Dans les moments de silence, qu'éprouvez-vous? Du plaisir? Une gêne? Quelquefois de la gêne, mais très souvent le silence n'est pas perçu comme tel, puisque chaque esprit l'utilise au travers d'une formidable gymnastique, qui correspond à un travail d'apprentissage.

9) Pouvez-vous décrire les différents stades par lesquels on passe quand on apprend une langue?
- Apprentissage de certains éléments de base
- Pratique maladroite de la langue à l'aide des premiers acquis
- Élargissement de connaissances nécessaire à la maîtrise
- Pratique plus cohérente, et perfectionnement à l'aide des différents supports (lecture, dialogues, etc.)

10) Dans ce cours, appréciez-vous quelque chose sur vous-même en tant qu'étudiant(e) et en tant que personne?
En tant qu'étudiant, je compte beaucoup mieux mon niveau, mais surtout les différents types d'exercices que je fais, donc une plus grande facilité à agir pour améliorer.

11) Quelles sont vos raisons personnelles qui vous empêchent de maîtriser un aspect donné de la langue?
Jusqu'à maintenant le manque de certaines bases, et de beaucoup de pratique.

12) Que font les professeurs pour vous encourager à travailler?
Ils nous incitent à extérioriser ce que l'on ressent donc à l'exprimer, sans jamais nous obliger, mais en nous entraînant dans cet environnement image qui nous motive.

13) Aimeriez-vous dire d'autre chose à propos du cours Silent Way?
Cette méthode me semble surtout performante pour l'acquisition de la prononciation, mais aussi du reste. Cette environnement de couleur est le support visuel qui manque aux méthodes traditionnelles.
Appendix 8

Questionnaires

1) Why do you learn English?
* For culture, travels, work
* I learn English for my work because I have to communicate with our foreign partners.
* I learn English for my job.
* Because I want to live in England as an "au-pair" and then work in tourism.
* To get a promotion in my work.
* For professional reasons: medical literature is in English, conferences are in English
* For family reasons: I would like to speak English with the children in the house.
* For my work - as a personal challenge
* Because I like the language, to get by in foreign countries, to challenge my daughters
* To communicate with as many people as possible because English is an international language, for travelling to other countries and sometimes for my work.
* For my professional activities but mainly for the pleasure of exchange and understanding in every day life, to discover other cultures.
* For professional reasons, because there are many conversations with work partners, I need more ease in oral expression.
* To complete my professional knowledge, for general cultural reasons (travels)

2) How long have you been studying English?
* I never learnt English at school. 5 years ago, I took private lessons for ten months.
* I learnt English at school for 7 years, I can read and write but I could not speak
* I learned English at school for 10 years.
* For 9 years
* 4 years ago, I did a 40-hour course, and this is the second course of sixty hours. I listen to Assimil from time to time.
* No regular practice. 3 years of English at high school
* 2 years
* 2 winters, evening courses, 11/2 hours per week
* 4 years, at school
* Since my studies at school, I have practiced English "from time to time"
* I have not practised for 5 years, but studied for 10 years - the studies were more towards writing and reading, very little oral expression.
* 3 weeks in May 94 and these 2 weeks in December
3) Can you compare the different teaching methods?
* They seem to be complementary
* We studied only texts and did grammatical exercises. Here we learn the grammar through dialogues.
* At school we learned English in a large group (30-50), with a book, with a written examination. Here we learn English in a small team, we learn the pronunciation, the music.
* The methods I have come across up to now were based on reading and understanding texts, we had to learn irregular verbs and build sentences in the context of the text.
* In the CLA the method is good because they make us speak.
* The teaching methods in the classical instruction are based on the written, the same applies to the exams. The method of the CLA is mainly interested in the oral.
* At the open university a lot of grammar and little phonetics and little speaking. At the CLA a lot of speaking, construction of sentences and phonetics with the colours.
* The Silent Way forces us to speak a lot. Our mistakes are better understood that way. The traditional methods are based on the theory, thus by having less practice, our mistakes are harder to correct.
* I learnt in the scholastic way without any real conversation and in important groups. After that, in evening course but without real follow up.
* The method used in the CLA seems to allow for a faster and longer lasting learning than the ones previously experienced.
* Having learnt German and Italian at school, I can compare the two teaching methods. Silent Way: 18/20. Traditional method: 12/20

4) What do you think of the different materials, such as the rods and charts?
* Surprising at first contact, in fact pretty remarkable.
* I think it was necessary although I found them in the beginning fastidious. The charts, on the other hand, help us enormously.
* The rods and charts are a good thing to begin the lesson with. With little vocabulary we can build a situation, a sentence and we can see the pronunciation on the chart.
* The usage of the rods seems to be important as a means of entering quickly into the life of the subject, but I prefer the charts because one can have indications
* Very good
* Useful in the beginning but they become quite tiresome
* They facilitate the comprehension.
* Very good tools for visualising and understanding....sometimes.
* The rods allow the correct positioning of different words that make up the sentence. The charts help us to pronounce unknown words and to understand them better.
* A priori trivial, the rods are practical, a good support of visualisation and manipulation. The charts demand sometimes a big effort of visualisation.
* This imagined environment is a fabulous support for comprehension and assimilation. It is a playful approach which is very motivating.
* They help us to imagine ourselves in a precise situation and allow us to discuss all together the same thing using the same words known by all.

5) Do you have the impression that your previous studies of English help or hinder your learning according to the Silent Way?
* I don't have any experience in one way or another.
* I think that for this method it is better not to know any English and not to look for the way it is written but to stick solely to the pronunciation.
* From school I have a lot of vocabulary and grammar but a bad pronunciation. So it is difficult for me to apply the method "Silent Way", I need to see the written word to understand the pronunciation.
* It bothers me because never before did I have the feeling of pushing the languages as far.
* No.
* They allow us to have a minimum of prerequisites. The vocabulary that we possess comes from these previous methods.
* They help me.
* The previous learning with the bad habits hinder in the beginning the reception and perception of the Silent Way method.
* The English that I learnt before allows me to learn and understand better the new topics, because the vocabulary even though it may be restricted, helps me a lot to speak and to put into practice what I learn with this method.
* In general, my previous learning has helped me, but the sounds, the pronunciation mistakes can be tenacious.
* The previous studies do not help, because they are completely different, but also do not hinder the learning according to the Silent Way.
* I had no previous learning of English.

6) What do you think of the teachers? How do they differ from the teachers you had previously? What do you expect from a good teacher?
* Very good, they seem passionate, I expect them to make me feel like continuing and that is the case.
* They are very different from the other teachers I used to have at school. They do not impose anything on us in the course of the sentences that we propose they teach us the pronunciation and the grammar, we are obliged to speak and that is the most important thing.
* I cannot compare the teachers, only the methods.
* I am very happy about my teachers who take the time to listen to each of us with attention. There is patience and lots of encouragement.
* It is their mother tongue. They are always hearing our different problems and certainly know how to make us put the tone and the rhythm in the sentences. Great knowledge about the origins of English.
* No individual judgment of the teachers. They are different in their expression, their way of passing on the message (gestures, mimicry). A good teacher is someone who can put him/herself at any moment in the position of the students.
* I expect that they give me self-confidence.
I admire their infinite patience. They are different because I know whether what I say is correct or not.

To have English native speakers as teachers gives a lot of confidence. They try to not only teach us the technique but also the culture of their country.

Excellent. The pedagogy is adapted to the group. The pedagogy suggests and rests on images, gives confidence. A good teacher makes something understood by listening.

Great pedagogy, particularly well adapted to the learning of languages. The efficacy of the methods that are used seems to allow for a quick progression of everyone. A good teacher knows how to embellish her intention with images so that the student can remember them.

* In the Silent Way course, the roles between teachers and students are sometimes reversed in the sense that the students manufacture the situation which is then discussed.

7) How would you describe the climate in the class?

* Serious, but not tense
  * The climate is good, and because our levels are basically identical we do not feel inhibited in front of the others.
  *
  * Relaxed and not like at school
  * Good atmosphere, everyone lets the others work without blocking them.
  * Friendly, good student, convivial
  * Convivial
  * Good, studious, at rare moments French
  * The atmosphere is excellent. There is a mutual support between the students. We don't hesitate to speak even if we are not sure whether our answer is correct. The fact that we are basically on the same level does not put us in a situation of inferiority but gives us confidence.
  * Studious, relaxed, friendly, solidary, there is an absence of hierarchy between the students and between teacher and students.
  * Pleasant and relaxed atmosphere, at the same time motivated and passionate.
  * Relaxed atmosphere because we are all on the same level of English (may be not me...) and we are motivated to learn the language, climate of concentration

8) Do you experience moments of silence as pleasant or unpleasant?

* Sometimes unpleasant
  * Rather unpleasant, because I look for a sentence and sometimes do not dare to say it because I am afraid I might make a mistake.
  * When there is silence and I don't know what to say I expect a new way to come from the others or the teacher.
  * I feel an unease but also a moment of recapitulation on what has been said or I prepare what I will say.
  * A reflection.
  * Neither pleasant nor unpleasant but the feeling of finding an idea which would allow to make a new start.
* The two at the same time
* I feel an unpleasantness and a regret to not be able to respond faster.
* I feel an unease towards myself, because the silence is synonymous with either a lack of mastery of the learned material because the course is too short, or a bad comprehension.
* Difficult to answer precisely. In the beginning of the course I certainly felt uneasy about the silence which slowly turned into a sensation of pleasure because it advances.
* Sometimes the silence is unpleasant but very often it is not perceived as such, because each mind uses it through a wonderful gymnastic which corresponds to a work of learning.
* The moments of silence are moments of intense concentration, where the students look for something, they try to compose a good sentence.

9) Can you describe the different stages involved in learning a language.
* The same as learning tennis: 1) enthusiasm, 2) doubt, 3) reasonable hope to progress
* A lot of difficulty to link two words together in the beginning, then one becomes more certain and dares to say more because even the mistakes lead to progression.
* Hearing, willingness to speak, willingness to learn more.
* One listens
* Listening without understanding, hesitant expression, listening with understanding, confident expression, expression and communication.
* Discovery, pleasure, discouragement, new pleasure, feeling that the task is enormous.
* The letters with the sounds- the words, grammar, assembly of sentences.
* The beginning is gratifying because one starts at zero and has the impression of progressing well. Then a second period where one uses the learned material, one starts to speak more fluently, using everything one has learned. But this second period makes us make many more mistakes because there is a lack of mastery which is difficult to obtain.
* Discovery, identification which precedes the establishment of structures, and main themes, but it is necessary to feel the situations, to do it.
* Learning of certain basic elements.
Hesitant practice of the language with the help of the first learned material.
expansion of the awarenesses which are necessary for mastery
More coherent practice, and perfecting with the help of different supports (reading, dialogues...)

10) Do you learn something about yourself as a student or a person in this course?

* Certainly as a person
* 
* 
* I learn to assert myself, to test what I say and not to distract myself.
* No.
* Nothing new. However, I rediscover feelings that I had during my studies; behaviour towards the teacher, students...
* Yes, of course.
* As a student I have a lot of trouble mastering all the components of the language.
* I have the tendency to get quickly discouraged when a problem comes up that I cannot solve. I also have problems organising many things that are not perfectly mastered.
* As a student I enjoyed the autonomy more, as a person I have more self confidence and trust towards the others.
* As a student I can discern better my level, especially in regards to the different types of mistakes. I find it easier to make steps towards improvements.

11) Which are your personal reasons for not mastering a certain aspect of the language?

* The embarrassment of expressing myself in public
* I think it is the pronunciation which causes me a lot of problems.
  * I am not always concentrated because I often try to find a better way of saying it.
* I should speak more often in class.
* The emotionalism and shyness are certainly a hindrance.
* Lack of communication with people who have mastered the language and the time to work and the courage
  * The pronunciation
* I have a lot of trouble organising many new topics in my mind in a short time.
* Without doubt looking for the least effort and sometimes the feeling of never getting there.
* Up to now the lack of certain basics and of lots of practice.
* Lack of vocabulary

12) What do the teachers do to encourage you to work?

* They make us appreciate ourselves, our progress.
* They help us with our pronunciation, our grammar, while letting us find a subject and allowing us to develop it.
  *
* They smile at me and make me repeat sentences without losing patience.
* They make us speak more and more.
* They're there to accompany us in the learning of the language; we are the ones who decide on the speed with which we progress. They never pass a judgment, neither of us as a group nor as individuals.
* They invite us to express ourselves.
* They force us to speak.
* When there is a problem they do not give us the solution, but let us find it ourselves by giving some explanations. This forces us to think more ourselves.
* They make us feel confident, they explain without (...) by using what everyone brings and produces, they demand in complexity. They are never indifferent towards anybody or their responses.
* They incite us to express what we want to express without ever forcing us but by taking us into this environment which motivates us.
* They never leave a student in distress, if someone did not understand something everyone together with the teacher helps, they try to make us understand. At that moment there is a communion between all the students and the teacher who composes another situation more explicitly for him/her. No mistake is left unnoticed even if all the students speak at once. The teacher always listens to all of us and our mistakes are all corrected. What also motivates is that no one feels worried to speak. We are at ease.

13) Would you like to say anything else about the course?
* This is the method that suits my level of English and my expectations of practising this language.
* I think that this method is very interesting and that it changes the known methods. But I also think that we need to continue in order to improve after this course.
* -
* -
* The coming weeks will tell - wait and see.
* For me the fact that I could not master all the meanings of the colours has been a handicap. I would have wished for a pre-learning. Apart from this I think that this is an excellent method.
* Everything has been said above.
* I would have liked to have some exercises at the end of the day to summarise the work of the day. The work done at home would have allowed me to get used to what has been learned and to put it more easily into memory while at the same time the weak points that cause problems appear.
* Why is this method which is already very quite old not more widely known and used?
* This method seems especially well suited to the acquisition of pronunciation but also to the rest. This environment of colour is the visual support that is missing in other traditional methods.
* -
Appendix 9:

Examples of notes taken during data transcription

Sunday, 26.2. 1995
Transcribed Interview 1 with Roslyn, I concentrated on what seemed relevant in terms of Silent Way, plus background information about courses offered etc. Also I typed up some of her experiences with Gattegno.

When I left pauses in the transcription I marked them as..... because she kept on explaining something that seemed irrelevant. I also edited in the sense that I did not transcribe Ah, mmh, etc.

My reaction to the content:
Awareness seems to be used in the sense that it is the consequence of self-observation, however, this understanding is vague and limited.

Silent Way is understood in a much broader way than the literature uses it- Roslyn sees far more in it than rods and charts.

Monday, 27.2.95
I listened to the interview again, correcting where necessary and adding the counter numbers. Roslyn's way of expressing herself tends to be more extreme and she insists on knowing the source of statements.

Christian: I transcribed more directly than Roslyn. He goes off the topic a bit but expresses it in more spiritual language.

Tuesday, 28.2.95
I listened to the interview again, correcting where necessary and adding the counter numbers. Christian is more concerned with relating, creating an atmosphere in the classroom. His tone is more emotional in nature whereas Roslyn is more analytical. Christian wants to feel connected with the students and tells them sometimes something about his personal life, whereas Roslyn emphasised the importance of being unobtrusive.

Monday, 6.3.
Glenys 2 (417): she talks about presence and how students are always present to something but may be not to the English class. She then calls it attention. The terms presence, attention, awareness seem to me mixed up. Refer to Varela's concept of mindfulness!

Wednesday, 8.3.
Donna (2) says at 570 that she feels she knew the four stages of learning before she met them in Gattegno's model. Glenys said something similar yesterday in Glenys 2 (1) at 624 when she mentioned she always knew that social embarrassment distracts energy from the task at hand but that she could not put it into these words. I believe that many of Gattegno's systems are actually very common sense and what he did was to give a conceptual framework to these phenomena.
Donna (842): She mentions a French comedian who captivates the audience as someone who has a particular kind of energy, it sounds very much like Almaas's definition of presence. Donna is very sensitive to the energy levels in the students and often acts instinctively. She may do something right but may not have thought about it beforehand in terms of Gattegno's model.

Thursday, 9.3.
Christian (2) at 748 mentions that every sentence he does not correct is therefore correct. Roslyn said that every sentence they say is true. The teachers make sure that every sentence ends up being correct and true.

Wednesday, 15.3.
One thing that runs through the Silent Way is the fine line between positive and negative. Christian (interview 2, 1425) mentions that there is a fine line between drawing their attention to mistakes and making them overly dependent on the teacher. This fine line applies to self/psyche, positive and negative silence, using automatism and having to unlearn automatisms, and many more.

When coding I do not only take the summary as a guide of how to code but remember the whole passage and then give it a code—someone just reading the summary may not come to the same conclusion.

It seems hard to code the student interviews using the same codes as for the teacher interviews. This needs to be mentioned in the thesis because the theory of the teachers and Gattegno's model and the reality of the student's learning do not correspond fully.

Students realise that they can introduce new topics, sentences etc, but they feel restricted in their choice of Silent Way materials, one student called it "rod phobia" but could do nothing against it. They had to keep on going with topics when they felt they had exhausted these topics.

The students did not realise that they actually say very little. They feel they are working all the time and are surprised to find out that they actively express very little. The teachers also say very little but every one feels as if they have been working a lot, so the work must be an internal processing work. They say they invest a lot of energy they are present to a large extent but are only little active. They feel that they have learnt a lot but they cannot say what (Is there a name for this phenomenon?)

The students say they get very easily confused if other students say something different from themselves. They also rely heavily on the correction by the teacher and they doubt the possibility of transfer. They think that they will be able to master a core of the language very well but that they will still not be able to place the accents in the right spots.

When they cannot remember the sound combination they try to imagine it in writing which means they look in the old system for help to make sense of the new. Maybe more metacognitive strategy teaching could help this.
They are surprised to hear themselves speak with such a good accent. Their self image shifts but they have not realised the change yet.

They mention something similar to morphic resonance, that is that they find it easier to do something if it has been done before. Could the idea of morphic resonance actually be a reason for why the teacher should be the model?

They mention the attention and presence they display in the classroom.

They do not feel it is so important to get the accent right. They have no say in when to change to other activities.

They felt a certain level of anxiety because they did not know what was expected of them. The silences were not seen as so threatening anymore because they knew it was their responsibility to fill them. They still want to shift the responsibility to the other one. They wait and hope the other will fill it.

I notice that Donna's class speaks much more about a positive classroom climate, a combination of individual efforts and the collective response which helps everyone. They are more connected as a group and feel they benefit from it. As well they do not feel the difference between the two teachers. Donna's class feels more like a unit and each one feels responsible and willing to supply the answers. It is hard to say whether this is just due to the student personalities or to the cooperation between the two teachers who run the course.

Both groups mention the importance of feeling sure, confident before they dare to express something. They are afraid of being judged by the teacher or others (social absolute?). Again, the SW would claim that people would have to move beyond this but a conceptualisation as a basis for self observation might help students to overcome these internal barriers. Teachers can distance themselves from these feelings by self observation, awareness, etc but students who are unfamiliar with their functioning need a lot of time to have these awarenesses. There would be no harm in making these insights into human functioning explicit and then to expect students to work with or against their natural inclinations, habits, automatisms.

Because they seem to have their selves more at the helm they feel more motivated. They know that they need to put in an effort but it does not tire them out. There seems to be an interrelationship between the self at the helm, the degree of autonomous they feel and their attitude towards the group, the teachers and the SW. It's hard to say which is the cause and which the effect.

Going through the students interview I realise that one of the topics is objectivity. They feel they can make mistakes, they are treated in a matter of fact fashion, they feel they have a holding environment from the teachers. Objectivity is related to detachment and a sign of essence, not ego involvement.

Christian word video:
What seems to run through his motivation is a certain perfectionism. He does not accept second best. I think the Silent Way appeals to people who love challenges and achieving perfection. There is no room for social gossip and conversation. It is all about achieving excellence in certain structural aspects of the language. This does not consider the fact that we are also social beings who want to communicate our feelings. However, I like this approach!

558: He always gives them only the minimum, to give them as little clues as possible. It is done with the aim of subordination but also has the effect of the teacher withholding information that needs to be guessed by the students.

A lot of times, silence takes place because words are replaced by gestures and facial expressions. Sign language becomes a way of communicating from teacher to student (one way). While it may guarantee less interference, it may not really serve any purpose. Glenys mentioned that gestures address a different part of the brain than words do. I have to remember to check this!

Even when students produce a really funny sentence (eg. "she walks to work on her head") he does first all the corrections and only then gives the reaction "You are joking". Emotional, personal response is secondary, important is the correct language.

In his lesson there were two conflicting tendencies; he wanted to have an accident story to practise the different tenses, but the students changed the story somehow on the way, so he went along with their suggestions and no accident happened in the end. This is a good example of subordination although he tried at several points to reintroduce the idea again.

The general attitude is one of self responsibility. The teachers insist that no one can do it for anyone else and that this has consequences for teaching, namely not to give the answer for someone else not to play social worker. There is an underlying basic trust that everyone has the necessary capacities to do what needs to be done and that people do not profit when someone else does it for them.

There is an certain attitude of allowing in the sense that mistakes are dealt with one after another, there is no feeling of having to rush to correct the mistake. That is why they may talk half an hour to correct something.

Glenys word video: 281;
She may move away from them if she feels them getting tense. She then pretends to go to the board but in reality she just wants them to let go off the tension inside which they do because they think that she is going to show them the answer. however, she is not going to give them the answer but by them letting go they create the internal space of relaxation which quite often then makes them find it themselves.

Donna word video: 9:12 She mentions that one has to test a hypothesis. My feeling is that subordination occurs mainly in form of a "pas-de-deux" with one self and the other part can be projected onto the teacher. During
learning one tests a hypothesis, gets a result and then tests another one. It may also be the same hypothesis tested a while later with the knowledge base one has accumulated as a result of one's experiences from a different perspective. A more experienced, knowledgeable person (teacher) may be a more efficient sounding board but the dialogue takes place in oneself mainly.

One of the most surprising aspects of the videos is that the students are always paying attention. Even if they do not say much they seem mentally very involved and enjoying themselves.
Appendix 10

Examples of transcribed and coded interviews

Interview 2- Christian, 17.11. 1994

010-040: He describes as one characteristic of his Silent Way lessons his intention to make each student the centre of attention and to direct their attention away from him as the teacher. (TA, SWT)

041-052: He mentions the importance for the students to do the talking in a language lesson. (TA, SWT, LL)

054-090: He tells an anecdote of a one-to-one class he had that morning in which he used the Silent Way approach but not the materials. (AN, SWM)

092-116: He defines his aims as a teacher. He mentions autonomy for the students, the establishment of criteria within students, and then creation of automatisms in English. (DE, TA)

123-155: He lists attributes that are required of Silent Way teachers. He mentions consciousness of one's own evolution, constant self observation, a caring attitude and an authentic interest in people and growth. (SWT, A, SO)

156-166: He says that bodily expressions can help a person to be a good Silent Way teacher. (SWT)

168-180: He mentions the importance for a Silent Way teacher to let the problem educate them and to show their own limitations openly to their students. (SWT, CC)

182-209: He tells an anecdote about another teacher who considered the teaching of English civilisation to be important and uses it as an illustration of his different aims. He mentions his personal interest in etymology and his intention to pass on to the students a curiosity about the origins of words. (AN, TA, PC)

211-225: He calls English a by-product of his teaching. He equates human development with becoming more and more conscious. He mentions the importance of the climate the teacher creates in the classroom. (SWT, A, CC)
226-240: He remarks that he sometimes uses Gattegno's model of absolutes in the classroom to show students people are constantly changing and that he is interested in their evolution.

246-263: He refers to the evaluation sheets at the end of the course that indicate that students often get more out of it than just the language. He likens the vocation of a teacher to that of a midwife because both help a person to grow.

267-276: He talks about an allegory he uses in the class to illustrate the difference between reality and truth. He says that the truth is that he is a teacher but that the reality is that there is only learning.

277-286: He emphasises the importance of being aware that there is only learning in reality. He states that this awareness leads to subordination of teaching to learning.

287-307: He equates subordination with a state of emptiness that stimulates creativity. He talks about an incident in a previous class where students could not integrate their learning because they went too fast.

308-322: He emphasises the importance of being tuned into the learner. He explains that it is the students' role to take initiative in the class.

323-336: He defines his role as being aware of where the energy flow is in the class. He cites an episode with one student to illustrate how he relates on an energy level with the students.

344-363: He talks about the relation between individual and group and mentions that students who are not working outwardly on a sentence can do the work internally. He explains that they are unaccustomed to getting undivided attention from the teacher.

364-376: He explains that he observes all the students while working with one particular one. He mentions that he tends to concentrate on the weakest students in the class because their mistakes provide more opportunity for learning.
378-396: He talks about the dynamics between strong and weak students. He states that a strong student might lose concentration while a weaker one takes time to work on the sentence. He also states, however, that students work internally on those aspects of the language they need to improve which prevents boredom.

399-410: He defines the responsibility of the Silent Way teacher. He mentions his duty to give the best attention possible to his students, to help them establish criteria for the correct usage of the language and to function as a discipline for the student to find possibilities to do the necessary tasks to produce the language.

411-418: He elaborates on the definitions by giving examples of what they mean in the classroom context. He says his aim is to develop a sensitive feel for what the entity of that particular language is. He gives another allegory to illustrate his point.

419-434: He speaks about the responsibility of the student. He mentions the importance for the teacher to look after his/her end of the relationship so the students can concentrate on their responsibilities. He brings up an incident in his lesson where he indicated to a student his responsibility as a learner.

435-438: He mentions that he sometimes talks about topics like musicality and emotions to the students so the learning proceeds faster.

439-454: He gives another definition of the responsibility of the learner as having to be as present and perceptible as possible to what is going on in the classroom. He talks about a student who wants immediate solutions such as a translation and uses the example to indicate what the responsibility of that particular student is to himself.

459-469: He stresses that it is not his task to do a job for a student but to draw their attention to how they have to change their habits. He mentions an attitude of playfulness as being beneficial for learning.
471-478: He likens language to a common currency. For him language is a resonance in the sense of the theory of morphic resonance. He talks about the connection between geography and language.

479-498: He talks about his personal experience of entering the Dutch language when he lived in Amsterdam. He mentions the reflection of Dutch mentality in architecture, landscapes and paintings.

499-513: He recounts his first impression of the Dutch language as gnomes speaking. He describes his experiences in Holland and mentions his awareness of buildings, houses, spaces as representations of the language.

514-518: He remarks that language enters one's body. He elaborates on the relation between one's language, breathing, energy and the physical body. He defines the body as the first home of consciousness.

523-537: He speaks about the energy distribution of the English language and mentions the eccentric nature of English. He explains which examples he uses in his classes to show the eccentricity of the language.

538-551: He talks about the differences in accents between English and French and how he illustrates them to the students.

552-564: He mentions an allegory he uses to get the students to realise the importance of the 'schwa' sound in English. He mentions physical exercises he uses to give students a feeling for the accents.

565-581: He refers to an incidence in the class where he used finger correction to indicate to a student where the accent had to be on a word. He mentions images he employs to show to students the differences between English and French mentalities and languages.

589-599: He talks about the difference in teaching beginners and non-beginners and mentions that he teaches beginners in a more structured way.
explains that non-beginners need to become aware of new work habits than the ones they are used to.

600-645: He speaks about the slightly different approach of his colleague. He mentions his danger of gauging a class below their real capacity. He gives examples of aspects of the language that he may take up because students are not fully familiar with them.

658-684: He talks about external conditions for learning and gives the example of a student who is not fully available to learning because of his work load. He emphasises the importance of sleep. He mentions that the level of stress students can cope with depends very much on the individual student.

688-695: He talks about the necessity to have a good room temperature for learning.

704-712: He equates the attributes of a good Silent Way learner with correct breathing techniques. He explains that there has to be a balance between breathing out and having one's attention out and breathing in and reflecting on one's experience.

713-724: He talks about the limitations of overtly extroverted students. He says there has to be a balance in students between listening to others and listening to themselves. He mentions the importance of silence in this connection.

725-730: He remarks that students have to become aware of silence as being prevalent in the Silent Way.

731-747: He distinguishes between younger and older students. In his experience, older students take more time to reflect. He regards bright students of any age as the ones who are economic in the way they use their energy. He gives an example to show that it takes experience to employ the right amount of energy to achieve the desired aim.
Appendix 10:
Examples of transcribed and coded interviews

Video and stimulated recall interview:
Glenys, 15.12.94

00:00:00 to 00:00:29 She gets a student to write an unknown word on the board.
00:00:30 to 00:00:43 She goes up to another student and says: "Say it".
00:00:43 to 00:01:12 She sits down and waits patiently for the sentence. When the second student does not produce it she asks the first one to repeat it again.
053: She explains that she is silent because the student tries to say something and he needs the space to say it. She asked him to say it again because she felt that the other students hadn't heard it. Here she did not ask the student to repeat it again for his sake but for her own to make sure she had heard him correctly and for the others so they could participate in the work going on. She comments that quite often she is not sure if they pronounced something badly or if they said a different word. She explains that different types of mistakes require different types of work. Therefore she likes to be certain that she understood the mistake properly.
00:01:13 to 00:01:28 She goes to the word charts to show the necessary word on them. She asks: "English or American?"
101: She was certain that there was a pronunciation problem and she is drawing their attention either to the colour rectangle or the word itself to force their awareness that there is a pronunciation problem by drawing their attention to the colour.
110: She asks them which pronunciation they want to make them aware that there are differences and that they can have criteria for both. She asks them before pointing so
they realise that this is American and they asks themselves what the British is.

123: She comments that she asks it in form of a question which is a typical Silent Way activity. A questions means that you create an inner climate in the person which means they are seeking. If the teacher tells them something they create a passivity in the students. Questions create an inner tension and attention to what is being done. She considers it important to make them aware that vowel sounds vary considerably between the different dialects.

00:01:29 to 00:01:51 She shows both variations on the charts.

00:01:51 to 00:02:00 When a student says: "I can't stand it", she holds her hand behind her ear to indicate he has to speak up. She then moves to the charts again.

158: She comments that instead of asking the student to say it again she did a gesture. She considers gestures to be less intrusive. Spoken words draw the students' attention to the teacher much more than just a gesture. A gesture intrudes less into what they are doing. She thinks that one responds to a statement on an intellectual level but to a gesture on a feeling level. Some students find it easier to respond to a gesture and some find it easier to respond to a statement. As people are very different in their responses it is best to use a variety of techniques to address them. When she makes a gesture she is addressing their perception which is an attribute of the self. When she puts it in a sentence she is addressing their intellect which is another attribute of the self. She tries to teach in different ways so they can respond in different ways.

203: She comments that she speaks to them in French so they do not spend their energy on either working out the content of her sentence or the grammatical structure she uses. She wants the students to hear the content and not put any of their attention on how she is saying it. She tries to say more
and more in English as the course goes on. She gives more directions in English because she thinks they will not be distracted by them. She mentions that giving directions in French and working on the language in English helps to keep things clear. Some students may think that what is said in English is something to be worked on. She explains that it is also a problem of her own psyche because if she starts off with a group to speak in French then it is much harder for her to change back to English.

00:02:01 to 00:02:20 She goes up to the first student again and asks him to repeat it again.

263: She explains that she moves into the student's space quite deliberately to make contact with them. When she is at the board or at the charts their attention is out there, but when she comes towards them it comes more into themselves. She is also closer to them in case she needs to touch them, use their fingers for correction.

281: She comments that it is not her intention to create any anxiety in the students. If she feels that they do get tense she moves around as if she wanted to go to the charts although she has no intention to do so. They then feel less tense, they expect her to give them the answer which means they let go inside and they find the answer. The impression they get from her moving towards the charts helps them to let go. This type of action is appealing to an attribute of the self that Gattegno calls "surrender".

302: She comments that students feel she comes close because she is there as a tool for them to help. She moves towards someone who works on something and seems to have a difficulty. If someone is relaxed and easy about working on something and they do not need her help then she stays where she is. She only comes close to show she is there to help if they need it. She does not usually see people retreating from her when she comes closer.
00:02:20 to 00:02:34 When the student produces the sentence she replies "ok" and moves her hands closer together to indicate there is a more economical way.

324: She made a gesture there to show that what he said was not quite that but it was not completely wrong. She went back to the charts to show him exactly where the problem was. She comments on the gesture of putting her hands together. This gesture indicates that the student can economise. By doing it with her hands she is appealing to their perception, by saying it it appeals more to their intellect, but people need both. when she does not have a language of communication she uses only gestures. (SWT, SE, EN)
Appendix 11

Example of entry into personal journal

10.12.94

Again and again I get the impression that the theory sounds so much better in French than in English. "Prise de conscience" just seems more elegant than the English "gelling of awareness". Terms that sound perfectly normal in French sound sometimes pretentious when translated into English. The words are also more frequently used in the media. Today I listened to a program on radio that explored the self "le moi" in relation to awareness "conscience". I do not think that discussions of this type are very common in Australia.

This may explain why Gattegno's theory seemed so sophisticated and grandiose to me when I first came across it. May be it would have sounded less pretentious had I first read it in French. May be I got used to it.

During my observations in the last few days I felt that I would not know how to react in certain situations if I were the teacher. I think that the Silent Way looks very simple from the outside but once one becomes aware of what is required of the teachers it seems very difficult. My own natural inclination is to provide answers when students are stuck. After years of teaching this has become such a natural reflex in me that I would have to be very attentive all the time to not fall into this trap. Valerie offered to me to teach one lesson. I knew that I could not do it because my thinking and my reflexes are so well established that I would teach the old way after two minutes. Since she offered it I have asked myself many times what I would do as a teacher and I found some of the solutions they came up with very elegant. If I could not provide answers I would be paralysed most of the time. To be able to set up situations in such a way that students can find the answers themselves requires a lot of attention and imagination, I think.

I am surprised about the natural progression that students seem to follow when they push their boundaries and try new structures. Sometimes the new structures are logical transfers from French but quite often they make only sense within the English grammatical system. It is probably impossible to find out in how far their previous knowledge of English is the driving force. To find out if the language really progresses in a natural way one would have to observe many beginners' classes in different languages. I think Pienemann says something about this. Check when home again!

Another amazing phenomenon is the trust that teachers display. They seem to trust that students will experiment with more new structures as they go on. They do not have to follow a set grammatical progression although they do expect certain structures to be covered at the end of the two weeks.

I also observed again that everything that was said in the lessons is true. This seems amazing to me since I used to give in my own language classes many examples that were just there to illustrate a grammatical point but that did not correspond to reality. I know that it is the teachers' intention to make sure that each sentence ends up being correct and true, because it
addresses the attribute of the self. But somehow it does something more profound to me. I think that it creates trust in the teachers. Although I am not the student, I feel that there is something inherently liberating in the classroom when one knows that every sentence that is expressed is taken seriously and that it is true to the situation. Maybe we are so used to using language as well for lying and manipulating that it feels like a relief to know that here language is used to express the truth. I definitely want to establish this habit in my own teaching.

There is also the definite feeling that despite the effort this way of learning takes, it also gives energy. Both the teachers and the students often leave the classroom quite refreshed and are not even exhausted after a whole day of concentration. Does it cost more energy to be distracted than to be concentrated? I often feel so energetic although I have never done so much in a day as I do here. And I never feel bored although I have to sit in the classroom for more than six hours. I need to find out what the secret is because I have had experiences like this many times but I do not seem to be able to create such a sustained concentration level in my own classes. I think that teachers do not get involved in silly mind games and because they stay concentrated, the students also stay concentrated.

14.12.

Lost time today trying to get the copying organised. No problems with the audio-cassettes because they can be copied faster but the videotapes take the exact playing time. Sometimes it is not easy to talk about the technical details in French. These are the moments when I realise that my language is limited.

The more I observe the more I appreciate the simplicity of the method which does not mean however that it is easy to teach this way. I do not think that I could teach the Silent Way yet because my attention is not so concentrated as it needs to be. The teachers have a completely different framework in their minds that they use to make decisions about their next strategies.

I am also amazed at the students' concentration levels. When the window cleaners came the day before yesterday, the students were so absorbed in the lesson that they did not seem to notice them. In most classes window cleaners would be a welcome distraction.

I don't seem to notice many more new things but find initial small observations more and more confirmed. Maybe I am missing things? Am I going native? Or is there nothing more to notice? Hard question, this one. Tomorrow I will try to pretend that it is my first time in the classroom, maybe I will see more new things.

Anyway, the students are asking questions about the theory behind the Silent Way in the coffee breaks. The teachers give answers to a certain point, I find it hard to know how beneficial it is for them to know the theory behind it. Today, Chantal said that this method should work well with children because they would like all the different colours. I just wonder if children of today do not expect a commercial break every few minutes in
their lessons. I must remember to pick up the copied tapes tomorrow and to give the technician a present. He has worked overtime for me.
CENTRE DE LINGUISTIQUE APPLIQUÉE
Anglais
Questionnaire

Intitulé et dates du stage______________________________________________________

Nom__________________________________ Prénom ______________ Tél____________ Age___
Situation professionnelle/scolaire actuelle__________________________________________

Nombre d’années d’apprentissage de l’anglais____________________________________
Dans quelles circonstances (scolarité, université, cours du soir, stage intensif, etc) ?_________
Méthode suivie (traditionnelle, audio-orale, audio-visuelle, communicative, Silent Way...etc)_________
Avez-vous séjourné dans un pays où l’on parle l’anglais ?______________________________
Combien de temps y êtes vous resté(e) ?____________________________________________

Objectif du stage
Professionnel
Etudes, lesquelles ?______________________________________________________________
Autre, lequel ?_________________________________________________________________

Pouvez-vous déterminer votre niveau selon le schéma ci-dessous :

Compréhension orale Faible Moyen Avancé
Compréhension écrite
Expression orale
Expression écrite

Quelles autres langues parlez-vous ou avez-vous étudiées ?
Pendant combien de temps ?________________________________________________________

Etes-vous déjà venu(e) au CLA pour apprendre l’anglais ? Quand ?____________________

N’OUBLIEZ PAS DE REPONDRE AU TEST AU VERSO

A renvoyer PAR RETOUR DU COURRIER au :

CENTRE DE LINGUISTIQUE APPLIQUÉE
6, rue Gabriel Plançon
25030 BESANCON CEDEX
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| 1. | It just isn't right, _______? | a) is it  
    |   | b) it isn't  
    |   | c) was it  
    |   | d) does it  |
| 2. | The Pope _______ in Rome. | a) is living  
    |   | b) lives  
    |   | c) live  
    |   | d) leave  |
| 3. | What's the time? It's _______. | a) twelve past six o'clock  
    |   | b) twelve minutes past six  
    |   | c) six hours twelve  
    |   | d) twelve after six o'clock  |
| 4. | I _______ to drive a car. | a) know  
    |   | b) know how  
    |   | c) can  
    |   | d) am knowing  |
| 5. | It's _______. | a) a day beautiful  
    |   | b) a beautiful day  
    |   | c) beautiful day  
    |   | d) the beautiful day  |
| 6. | I _______ cold. | a) am  
    |   | b) have  
    |   | c) has  
    |   | d) is  |
| 7. | A Mini is not _______ a Jaguar. | a) expensiver  
    |   | b) expensive than  
    |   | c) as expensive as  
    |   | d) more expensive  |
| 8. | _______ hat I'm wearing isn't mine. | a) Those  
    |   | b) This  
    |   | c) These  
    |   | d) That  |
| 9. | She _______ born in London in 1952. | a) is  
    |   | b) was  
    |   | c) has been  
    |   | d) are  |
10. My brother went ________ Canada last year.
   a) at  
b) in  
c) to the  
d) to

11. ________ in Paris last week?
   a) Were you  
b) Did you be  
c) Wasn't you  
d) Have you been

12. Yes, I ________.
   a) were  
b) did  
c) was  
d) have

13. He ________ a fantastic sports car.
   a) 's got  
b) 've got  
c) 's  
d) have

14. That beer was good. I'll have ________ one.
   a) a other  
b) one another  
c) another  
d) other

15. Would you ________ leave or stay?
   a) better  
b) prefer  
c) like  
d) rather

16. She went to the exhibition ________.
   a) by foot  
b) by feet  
c) on foot  
d) at foot

17. Where did they ________?
   a) went  
b) go  
c) going  
d) gone

18. Do you ________ go now?
   a) must  
b) have  
c) have to  
d) should

   a) was discovering  
b) has discovered  
c) is discovered  
d) discovered
20. His son and _______ went fishing together yesterday.
a) the mine  
b) my  
c) mine  
d) your

21. He wanted _______.  
a) that she go  
b) for her to go  
c) her to go  
d) that she went

22. I was in Boston _______ two months.  
a) during  
b) for  
c) while  
d) since

23. My dog's _______ to open doors.  
a) such intelligent  
b) so intelligent  
c) enough intelligent  
d) intelligent enough

24. Do you remember _______ "Gentlemen Prefer Blondes"? We saw it together ten years ago.  
a) seeing  
b) to see  
c) see  
d) to have seen

25. I've been living here _______.  
a) for 1982  
b) since 1982  
c) during many years  
d) since a very long time

26. When I was eight I _______ play Cowboys and Indians.  
a) used  
b) used to  
c) was used to  
d) was usually

27. Bill: "I've never eaten caviar."
Jane: "_______ ."
a) So am I  
b) Neither have I  
c) So have I  
d) Neither am I
28. ______ my holidays it only rained once.
   a) for  
   b) during  
   c) while  
   d) ago  

29. Do you have any white paint? I only need a ______ to finish my door.
   a) less  
   b) few  
   c) small  
   d) little  

30. I like driving on snow. I don't find it difficult. I ______ to it.
   a) get used  
   b) have used  
   c) am used  
   d) have the habit  

31. "Who bought this bottle of wine?" "Jack _________."
   a) does  
   b) bought  
   c) buy  
   d) did  

   a) has been living  
   b) has lived  
   c) lived  
   d) was living  

33. Janet: "Susan, it's almost noon. Where have you been?"
    Susan: "I was so tired. I ________ up."
   a) get  
   b) 've just got  
   c) 'm just getting  
   d) come of getting  

34. She was making a cake ________ they broke the kitchen window.
   a) while  
   b) when  
   c) during  
   d) since
35. He was sick on Monday and then better on Tuesday. But today, Wednesday, he's sick ________.  
   a) yet 
   b) still 
   c) again 
   d) of new

36. When ________ in London?  
   a) will you be 
   b) you'll be 
   c) do you come 
   d) are you coming

37. How ________!  
   a) are you clever 
   b) you are clever 
   c) clever you are 
   d) clever are you

38. Betty:  
   a) "How is your new boyfriend?"  
   b) "What's your new boyfriend?"  
   c) "What's your new boyfriend like?"  
   d) "What does your new boyfriend like?"

      Jane: "Tall, dark and handsome!"

39. He stopped ________ because he was full. 
   a) eat 
   b) to eat 
   c) eating 
   d) that he eat

40. His hair is ________ he can sit on it.  
   a) so long that 
   b) so long enough 
   c) as long that 
   d) enough long that

41. It was ________ until Monday.  
   a) put off 
   b) put over 
   c) put under 
   d) put at

42. The train was due at 7.15. It's 7.30 now and the train hasn't arrived ________.
   a) still 
   b) yet 
   c) now 
   d) always
43. She _______ when he called.
   a) has been dressing
   b) will have dressed
   c) was going to get dressed
   d) is going to dress

44. Bill: "A lot of people know your secret."
    Jack: "Yes, _________."
   a) far too many
   b) so too many
   c) far too much
   d) much too much

45. Prince Charles is well known ________ the world.
   a) through
   b) throughout
   c) everywhere
   d) all

46. ________ you were coming, I wouldn't have been so late.
   a) Did I know
   b) If I knew
   c) Should I know
   d) Had I known

47. Jill: "Which book would you like?"
    Anne: "_______ one will do."
   a) Some
   b) No
   c) Any
   d) These

48. He's a good driver even though he ________.
   a) fast drives
   b) does fast drive
   c) drives fastly
   d) does drive fast

49. ________ English takes a long time.
   a) The learning of the
   b) Learning
   c) The learning
   d) To learn the

50. I recommended ________ his expenditure.
   a) that he reduces
   b) him that he reduced
   c) that he reduce
   d) that he would reduce
Vous allez suivre au CLA un cours de langue animé par un ou plusieurs enseignants. Le but de notre cours est de vous aider à développer, dans le peu de temps que vous allez passer chez nous, les outils qui vous permettront de continuer votre apprentissage d’une façon autonome après votre stage.

A. Ce que votre enseignant attend de vous:
Apprendre une langue étrangère demande un investissement considérable de votre temps et de votre énergie.
Parler une langue, c'est avant tout s'exprimer en produisant des suites de sons appropriées. C'est un savoir-faire que vous contrôlez comme vous contrôlez tout ce que vous savez faire.
Pour apprendre et développer ce nouveau savoir-faire, parler la langue étrangère, il vous faut être en même temps:
1. attentif à ce que vous faites avec votre appareil phonatoire (votre bouche, votre langue, votre respiration, etc...) pour prononcer des sons et des mots, et produire des phrases;
2. attentif à la situation ou à l'activité proposée par vous-même, les autres stagiaires ou l'enseignant. Des occasions vous seront données de parler et de comprendre la langue. En participant activement et en étant à l'écoute de tout ce qui se passe autour de vous, vous travaillerez sur les éléments nécessaires à votre apprentissage (structures, prononciation, niveau de langue... ) Faire vos propres découvertes sur la langue vous donnera plus d'expérience et vous permettra de mieux l'acquérir.
Personne ne peut apprendre à votre place. Il n'y a que vous qui puissiez effectuer ce travail sur la langue étrangère.

B. Ce que vous pouvez attendre de votre enseignant:
1. qu'il vous écoute à chaque instant afin de suivre vos progrès et repérer vos difficultés;
2. qu'il attire votre attention sur les éléments de la situation qui pourraient aider votre compréhension;
3. qu'il vous indique les moyens d'améliorer votre manière de parler la langue étrangère;
4. qu'il vous demande un maximum de précision dans l'expression. Cette expression est définie par des paramètres phonétique, linguistique et social. Vous serez ainsi toujours incité à vous améliorer.

C. Ce que pouvez raisonnablement espérer posséder à la fin de votre stage:
1. l'essentiel du système phonétique de la langue;
2. le noyau grammatical, plus ou moins nuancé suivant votre niveau initial;
3. une sensibilité à vos propres erreurs et
4. des critères qui vous permettent de les corriger et de continuer ainsi à progresser.

D. Ce qu'il vous restera à faire après votre stage.
Beaucoup pratiquer la langue (parler, lire, écouter, éventuellement écrire) afin d'acquérir facilité et aisance dans votre expression et votre compréhension, et d'enrichir votre vocabulaire.

A la fin du stage, les enseignants vous conseilleront dans le choix de livres et cassettes, d'activités diverses... vous permettant de continuer votre apprentissage.
L’APPRENTISSAGE D’UNE LANGUE ETRANGERE

Qu'est-ce qu'un bon étudiant ?
Qu'est-ce qu'un bon professeur ?

Quel est le rapport entre enseigner et apprendre ?
Qu'est-ce qu'apprendre ?
Est-il possible d'apprendre sans enseignant ?

Est-ce que le fait de savoir comment fonctionne un moteur à quatre temps vous aide à conduire ?
Pouvez-vous apprendre à jouer au tennis en regardant gagner Ivan Lendl ?
Si vous voulez être pianiste, vaut-il mieux acheter un piano ou un tourne-disque ?
Est-ce que pour vous une langue est faite de connaissances ou de savoir-faire ?

Lorsque vous êtes en train d'apprendre à conduire, pouvez-vous en même temps bavarder avec un ami ?
Pourquoi est-ce que les tout petits enfants ne s'ennuient jamais ?
Lequel est le plus intéressant : une balle ou le jeu de Monopoly ?
Combien d'heures de votre vie avez-vous passé avec une balle (ou un ballon) ?
Combien d'heures de votre vie avez-vous passé avec le Monopoly ?

Lire un bon livre. Pratiquer votre sport préféré. Ces deux activités, que sollicitent-elles toutes les deux chez vous ?
Est-ce que la concentration nécessite un effort ?

Est-ce que vous considérez que votre langue maternelle est mémorisée ?
Faites-vous un effort de mémoire pour parler votre langue maternelle ?

Vous avez déjà vu un funambule. Pouvez-vous l'imiter maintenant ?
Lue faut-il faire pour pouvoir imiter quelqu'un ?

Comment pouvez-vous constater que vous faites des progrès ?
WELCOME TO THE CLA

En attendant l'arrivée de tous les stagiaires, nous vous invitons à faire connaissance en faisant l'exercice suivant:

En vous servant de la liste ci-dessous, interviewez les autres personnes individuellement - en anglais, of course! - en commençant par “My name’s (Paul).” Vous devez transformer les phrases de la liste en questions. Lorsque votre interlocuteur vous répond affirmativement, inscrivez son prénom et ensuite, passez à quelqu'un d'autre. Chaque prénom ne doit figurer qu'une fois.

Find someone who:

1. Has been to the US
2. Was born in the same month as you
3. Has more than three children
4. Knows how to play baseball
5. Didn’t polish their shoes this morning
6. Has a pet snake or alligator
7. Speaks a non-European language
8. Has a home computer
9. Wears contact lenses
10. Usually sleeps with a night cap on
11. Runs (or jogs) 10 kilometers per day
12. Can do an imitation of a famous politician
13. Knows somebody famous
14. Plays a musical instrument
15. Would prefer to be at work this week
16. Likes the same sports or hobbies as you
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**Appendix 17**

VERB TENSE SYSTEM

429
## PERSONAL PROGRESS CHART

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<th>PROBLEM</th>
<th>LEVEL OF MASTERY</th>
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ET APRES VOTRE STAGE D'ANGLAIS

Parmi les nombreux moyens qui permettent de continuer à se perfectionner en anglais en dehors de la salle de classe, il faut choisir ceux qui correspondent à vos possibilités, à vos besoins et à vos intérêts. Vous aurez plus de facilité à continuer si vous choisissez ce que vous aimeriez faire, ce qui vous plaît.

COMMENT TRAVAILLER

Il est très important de faire un peu d'anglais tous les jours. Il vaut mieux faire dix minutes par jour que deux heures tous les samedis. Vous n'avez pas nécessairement besoin d'un équipement lourd pour avoir de l'anglais en tête. En voiture, vous pouvez écouter des cassettes, mais vous pouvez aussi essayer de décrire votre chemin en anglais, essayer de nommer ce que vous voyez autour de vous, regarder les publicités, qui contiennent souvent des mots d'anglais, les noms des magasins...

Ce qui importe, c'est la fréquence de votre contact avec la langue.

Nous vous conseillons d'établir un emploi du temps, vous fixant un moment précis que vous consacrerrez à l'anglais tous les jours. Il est utile d'établir un programme détaillé, composé d'une série d'objectifs précis et limités (par exemple, lire et comprendre un article, apprendre par cœur une chanson, poser des questions avec "do" et "does"). De cette façon, vous pourrez dire chaque semaine: "Maintenant je sais faire cela en anglais". Il vaut mieux que les objectifs soient définis en termes de "savoir faire", d'acquisitions, et non pas en termes de pages lues ou de leçons étudiées. Chaque réussite vous incitera à aborder un nouveau problème. Faites des récapitulatifs fréquents et adaptez votre programme en conséquence. Trouvez une façon graphique d'évaluer vos progrès, et faites une représentation graphique du temps que vous passez à apprendre l'anglais -ce dernier vous servira à savoir si vous perdez votre élan. Dans ce cas, cherchez vite quelqu'un qui peut vous faire quelques cours pour vous redonner l'envie de poursuivre.

Il est très utile de passer quelques minutes le soir avant de s'endormir pour réfléchir à l'anglais que vous avez appris au cours de la journée. C'est un moment particulièrement propice à l'apprentissage.

Voici quelques conseils pour vous aider à poursuivre.
SECTION LANGUES ETRANGERES

QUESTIONNAIRE DE FIN DE STAGE

Langue : ______________ Date du cours : du ___________au ________________

Type de cours : _________________________________________________________

Professeur(s) : _________________________________________________________

Renseignements facultatifs :

Votre nom et prénom : ____________________Profession: _______________________

Votre société, établissement, etc. : _________________________________________

Êtes-vous :

TRES SATISFAIT ☐ SATISFAIT ☐ INSATISFAIT ☐ TRES INSATISFAIT ☐

VOS COMMENTAIRES SUR VOTRE SEJOUR AVEC NOUS AU CLA: