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THE ROLE OF USING SILENT VIEWING TECHNIQUE

Learning a second/foreign language is of utmost importance for the learners in the current era, and being able to communicate with native speakers is the ultimate goal of it. To be able to communicate means to express thoughts, feelings, and information effectively through the four language skills [1].

Video material is a learning tool which can provide learners with visual, contextual, and non-verbal features and these features can help EFL learners compensate any lack of comprehension. If the students can mix the two ways of processing information, that is, bottom-up and top-down in the listening comprehension in watching the video materials, they can make learning a foreign language more effective and successfully comprehend the message which is the ultimate goal of language learning. Therefore, watching videos with special techniques should be taken into consideration as an important criterion in improving learners' listening comprehension skill to enhance learning outcomes.

One way to help students to improve their speaking is by using a video in language classes. Moreover, Cakir (2006) explained that most of the teachers liked the video because it could motivate the students, brought the real world into the classroom situation, contextualized language naturally, and enabled the students to experience authentic language learning. Thus, the video is a learning tool which can provide students with visual, contextual, and non-verbal features. These features can help the students to compensate any lack of comprehension [2].

Due to the impact of videos as powerful language learning tools and resources, numerous studies have been carried out on the impact of captions and subtitles on facilitating the comprehension of videos in language learning which date back to silent movies in the 1900s (Markham & Peter, 2003).

Several researchers revealed that videos can be a learning choice as they provide learners with contextualized and meaningful input (Herron, 1994; Hsu, Hwang, Chang, & Chang, 2013; Potosi et al., 2009).

Berk (2009) believes that video materials can draw on the learners' multiple intelligences and learning styles to maximize their understanding. He stated that when videos and multimedia learning are combined, an empirical basis is provided for the use of videos in teaching languages. He also mentioned that such courses enhance the students' comprehension and understanding and would be more beneficial for novice learners in their early stages.

There are also numerous studies considering the impact of different techniques of applying video in language classrooms and the effect of them on listening or other skills. Two common ways of applying video, as a beneficial pedagogical tool, are using captions, subtitles, and advance organizers that are argued to enhance listening

comprehension. In the following section, some of the studies in this area have been mentioned.

With the emergence of videos as pedagogical tools, teaching English has become more challenging in recent years. The goal of teachers has changed to help learners master all language skills, understand the target language, and communicate effectively. Consequently, the language teachers provide learners with more up-to-date language materials that require learners to be more actively involved in language learning. In this regard, Canning-Wilson (2000), who investigated the effect of video in language learning, thinks that EFL learners' language achievement can be improved by using video material.

The present study, therefore, could pave the way for English language teachers to practice the effect of videos on listening skill of intermediate EFL learners. This study examined the effect of one viewing technique, namely, silent technique. In silent viewing, the teacher plays a film extract at normal speed but without the sound and the students have to guess what the characters are saying. The teacher can also play the extract with sound again to check the answers.

According to Shahani and Tahriri (2015), in silent viewing technique, the teacher plays a video with normal speed without the sound. Then, the students have to guess what the characters are saying. The teacher can also play the video with sound again to check the answers. Furthermore, Jenkin and Johnson (2011) stated that silent viewing was an excellent way for stimulating speaking and writing. The students could sharpen their interpretations of the story, actress, and many actions depicted on the screen. Moreover, the students will predict the story in the video. They also have to retell the story that they have seen. It means that silent viewing video technique can increase student's ideas or imagination about the story. In this study, silent viewing is used to teach spoken narrative. It allows the students to think about some information which they get by watching a video in silence. To use this technique, the researcher adopts the technique from Stempleski and Tomalin (2001). It consists of several ways in its implementation. Those are pre-teaching, preparing the situation, giving questions, playing the sequence, discussing, playing the sequence again, and comparing the students' guesses [1].

Silent viewing technique may carry out many kinds of teaching technique to fulfill students' needs in speaking English. It also expected to be beneficial for the teachers. It is necessary to have a clear idea of how to use the appropriate technique in teaching process to make the learning process more interesting for the students.

Just as the name implies, silence is a key tool of the teacher in the Silent Way. Being silent moves the focus of the classroom from the teacher to the students, and can encourage cooperation among them. It also frees the teacher to observe the class. Silence can be used to help students correct their own errors. Teachers can remain silent when a student makes a mistake to give them time to self-correct; they can also help students with their pronunciation by mouthing words without vocalizing, and by using certain hand gestures. When teachers do speak, they tend to say things only once so that students learn to focus their attention on them [3].

A Silent Way classroom also makes extensive use of peer correction. Students are encouraged to help their classmates when they have trouble with any particular

feature of the language. This help should be made in a cooperative fashion, not a competitive one. One of the teacher's tasks is to monitor these interactions, so that they are helpful and do not interfere with students' learning.

The method emphasizes the autonomy of the learner; the teacher's role is to monitor the students' efforts, and the students are encouraged to have an active role in learning the language.

Silent viewing is an effective technique which can be used in the video-based lesson with the right algorithm which starts by explaining the language feature and generic structure; showing the video; playing the video at normal speed and with lowest volume; stopping the video; stimulating students thinking by giving some questions related to the video (discussion), predicting what characters say or guessing what happen in the story; and playing the video again with sound. In the implementation of this technique, it makes teaching and learning process effectively.

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