

# The Silent Way: An Alternative and Humanistic Language Teaching Method

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The Silent Way Method is used to focus on students' attention, elicit their responses and encourage them to correct their own errors. This method promotes learners as independent, autonomous and responsible for their own learning. It develops language learning skills including listening, speaking, reading and writing skills. The present paper reflects primary school teachers' inclination on language teaching through The Silent Way in an empirical manner. The core objective of the study is To find out primary school teachers' level of inclination on language teaching through The Silent Way due to variation in gender, management and locality. Null Hypotheses are formulated. It reveals that 56% (N=50) of primary school teachers have moderate level of inclinations on language teaching through The Silent Way with regard to conceptual ideas, theory of learning, learning objectives and outcomes, learning activities and role of student and teacher. 24% (N=50) of primary school teachers have low level of inclinations on language teaching through The Silent Way Method with regard to conceptual ideas, theory of learning, learning objectives and outcomes, learning activities and role of student and teacher. It also reveals that teachers can become good observers through this method. Students can develop problem solving skills through this method. Students can become more engaged in this method to develop inquiry skills.

**Keywords:** The Silent Way, Primary School Teacher, Inclination, and Language Teaching.

## 1. Introduction

Gattegno Caleb (1976) formulated a unique language teaching system known as 'The Silent Way' His use of silence as a language teaching system first appeared in his book 'Teaching Foreign Languages in Schools: The Silent Way'. It was offered as a response to traditional languages teaching methods in which teachers are active and speak in classroom. The Silent Way Method is used to focus on students' attention, elicit their responses and encourage them to correct their own errors (Cook, 2008). Knowledge is not a transferable commodity, but rather a construct that must be actively developed through experience. This statement is supported by the Silent Way which proposes the teachers' silence in the classroom as a pedagogical device and students are encouraged to learn by authentic experience as well as to become problem solvers. This method promotes learners as independent, autonomous and responsible for their own learning (Gattengno, 1976).

i) Theory of Learning: The Silent Way is based on the principle that teaching needs to be secondary to learning. It is the learners' responsibility to control and direct their own

learning, while teachers are there to present essential structures in order to raise students' awareness for learning. In this method, learning takes place in four stages. They are: 1) awareness stage 2) exploration stage and 3) transitional stage. In the first stage, learners are guided by the teacher to understand that there is something new to be explored. In the second stage learners experience the new material through practicing it in order to build understanding. In the third stage, students acquire and transfer the new skills to the rest of their lives. There are three principles of learning in this method. 1) Learning is facilitated through discovery and creation, not through memorization or repetition. 2) Learning is facilitated by accompanying or mediating physical objects and manipulative. 3) Learning is facilitated by problem solving related to the material to be learned.

ii) Theory of language: Language is not just a series of vocabulary items to be memorized and/or structures to be practiced, but also it is a functional mechanism that develops as the student experiences it and uses it to express the self. Self-expression can be developed by students with the help of a teacher through guidance with a view to express their thoughts, feelings or opinions in the target language. Language serves as a substitute for experience and conversely experience is what gives Meaning to language (Gattegno, 1976).

iii) Learning Outcomes: The main objective of the Silent Way is to teach students how to learn a language. Rather than dictating or transmitting knowledge, it develops learning through discovery by challenging students and developing their awareness and autonomy. The objectives of language learning at the elementary level are: 1) To develop learners' ability to answer correctly relating to the questions about self, family, travel, and daily events. 2) To speak with a good accent. 3) To describe a picture systematically. 4) To answer general questions about the target culture; and 5) To perform adequately in spelling, grammar, reading and writing.

iv) Syllabus: There is no syllabus that has been specifically designed for the Silent Way. But teaching evolves according to learning needs. A structural approach to teaching is assumed. The sentence is the basic unit of teaching, and learners are presented with the structural patterns of the language. Lessons are planned based on grammatical items and relevant vocabulary (Richards & Rodgers, 2001). The teacher starts with what the students know and builds from one structure to another. As the students' proficiency develops, previously introduced structures are continually being recycled.

v) Language Skills: The Silent Way method develops language learning skills including listening, speaking, reading and writing skills. Pronunciation is a primary concern. From the first lesson itself, it is emphasized on pronunciation. Pronunciation-based activities are used to support vocabulary teaching. Vocabulary is also the core dimension of language learning. Students learn the relevant structural patterns through an inductive process.

vi) Learning Activities: The learning activities that are using in this method are to be designed with view to encourage the oral proficiency of the students. It is needed to create a positive environment while learning the target language. Simple linguistic tasks are used in which the teacher models a word, phrase or sentence and then elicits students' production. Students are encouraged to produce their own utterances by incorporating both old and new information.

vii) Error correction: Teachers should not focus on direct correction or criticism. If they do corrections, it may interfere with students' developing their own criteria. Teachers should encourage students to listen to themselves and compare their own production with their inner criteria. Direct error correction by teacher cannot make the students to make generalizations or reach conclusions. Self-correction and peer correction can be promoted. Teacher feedback is necessary with a view to establish learners' knowledge of correct and incorrect uses of the language in different context.

viii) Evaluation: Observation is the main technique of evaluation about process-oriented approach to evaluation, rather than product- oriented approach. Formalized testing may not be conducted in general. Instead, teachers have to monitor performance of students during the course of the lesson.

ix) Role of the Teacher: Based on the name of the method, silence is the core aspect of teaching according to the Silent Way. Unlike in traditional classrooms, the Silent Way provides environment for students' own learning through silence. Stevick (1990) reveals that teacher has to play a role of facilitator or guide, helping students in getting self-awareness as well as autonomy in language learning.

x) Role of the Student: The student is an active agent in learning process, taking responsibility for their own learning by utilizing what they know. At first, students may be confused. Then they become accustomed to exploring language through systematic analysis, trial and error, and practice. The teacher allows students to develop their own criteria about right and wrong with respect to the language and to correct their own errors. Students are encouraged to generalize, come to their own conclusions and formulate rules as they become aware of the correct forms. Students are also responsible for their peers' learning progress. They are expected to interact with each other and to suggest alternatives. Cooperation is important rather than competition.

#### Rationale of the study

Larsen-Freeman (2011) stated that The Silent Way has basic principle i.e., teaching should be subordinate to learning. Cook (2008) states that The Silent Way is more often considered as an alternative language teaching system. Cortazzi and Jin (2001) grouped The Silent Way as under humanistic or alternative approaches. Richards and Rogers (2001) say that silence is the best instrument for learning in the classroom as it concentrates on the task to be accomplished. The Silent Way hypothesizes that the teacher should be silent inside the classroom whereas the learners should be encouraged to participate and produce as much language as actively in class (Brown, 1980). There are four stages of learning in The Silent Way. Stage-1 is known as initial encounter with the unknown. Students get ready for learning through an attempt to raise awareness about the language. Stage-2 is known as practice of skills. Learners can direct their own practice. Stage-3 is known as mastery of skills. Students challenge themselves by expanding on their skills. Stage-4 is known as application of skills. Skills are subordinated in order to meet further challenges.

Long (1987) reveals that the teacher directs students to provide correct models and encourages students' initiative through the Silent Way which fosters interdependence and cooperation among students. The Silent Way fosters interdependence and cooperation among students. The

concepts of interdependence, autonomy and responsibility are the basic principles underlying the Silent Way. Stevick (1980) stated that independent learners are those who realized that they can use the knowledge of their own language to open up some things in a new language. Stevick (1990) also emphasizes that The Silent Way develops a more detailed understanding of the students' needs.

Craik (1973) has stated that The Silent Way follows greatest amount of problem-solving activity. Bruner (1966) has stated that learners were expected to gain an understanding of the target language by imitating the teacher and memorizing the new structures. In The Silent Way, the learner is active agent in problem solving, creative activity and discovering activity. Rivers (1983) adds that with minimal instruction, the teacher provides ample opportunities for his or her students to gain understanding through self-exploration and activities based on free thought. Here, teacher allows students for every opportunity to gain increased awareness. By looking into significance of The Silent Way Method in language teaching, the present researcher has thought to do research on this method by taking primary school teachers as sample with a view to look into their inclination on this method and stated the problem as given below.

#### Statement of the problem

#### Primary School Teachers' Inclination on Language Teaching through the Silent Way

#### Operational Terms

1. Inclination: In this study, Inclinations refers to internal view about The Silent Way Method in language teaching.
2. Primary School Teacher: The teacher who is teaching at primary level from class-I to class-V in both government and private sectors.
3. Language Teaching: In this study, language teaching refers to instruction or pedagogy with a view to develop listening, speaking , reading and writing followed by leaning objectives, teaching methods, approaches, techniques, curriculum, learning activities, assessment, action research, and role of teacher and student in the given context.
4. The Silent Way: The Silent Way refers to an approach through which students perceive and deduce the specific elements of the language in the situations presented by the teachers. then students test, experiment, observe and practice trial and error to confirm their understanding and develop their language skills.

#### Objectives of the study

1. To find out primary school teachers' level of inclination on language teaching through The Silent Way.
2. To find out significant difference in primary school teachers' inclinations on language teaching through The Silent Way with regard to gender.
3. To find out significant difference in primary school teachers' inclination on language teaching through The Silent Way with regard to management.

4. To find out significant difference in primary school teachers' inclination on language teaching through the Silent Way with regard to locality.
5. To find out the significant difference in primary school teachers' inclination on language teaching through the Silent Way with regard to teaching experience.

#### Hypotheses of the study

1. There is no significant difference in primary school teachers' inclination on language teaching through The Silent Way with regard to gender.
2. There is no significant difference in primary school teachers' inclination on language teaching through The Silent Way approach with regard to management.
3. There is no significant difference in primary school teachers' inclination on language teaching through The Silent Way with regard to locality.
4. There is no the significant difference in primary school teachers' inclination on language teaching through The Silent Way with regard to teaching experience.

#### Delimitations of the study

The present study is limited to:

- 1) Papumpare district of Arunachal Pradesh only.
- 2) Sample of 100 primary school teachers.
- 3) Four independent variables (gender, management, locality and teaching experience and one dependent variable (primary school teachers' inclination)
- 4) Language teaching only.

## 2. Methods and Instrumentation

1. **Method:** The investigator has used survey method to measure the primary school teachers' inclinations on language teaching through the Silent Way. Researcher carries out statistical survey with a view towards making statistical inferences. Survey Method can be used in quantitative as well as qualitative studies. It describes the current status of a phenomenon, some group of people, an institution, some existing practice, policy or event. Sometimes, survey follows comparative studies to make suggestions for improving the status.
2. **Population:** Population refers to the aggregate or totality of all objects, subjects or members that conform to set of specifications. Population is the complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. In the present study the population consists of 50 primary school teachers of Papumpare District of Arunachal Pradesh.
3. **Sample:** Sample means the subset of a population that is used to represent the entire population. The researcher has selected a sample of 50 primary school teachers using stratified random sampling technique. The sample comprises of 50 primary school teachers are from Papumpare district of Arunachal Pradesh.

Table-1: Showing demographic characteristics of the sample.

Sl. No.	Variable	Sub-variables	Sample Size
1	Gender	Male	30
		Female	20
2	Locality	Rural	17
		Urban	33
3	Management	Government	20
		Private	30
4	Teaching experience	5 years and Below 5 years	17
		Above 5 years	33

4. Tool Used: There is no standardized tool to measure the primary school teacher's inclinations on language teaching through The Silent Way. Hence, the present investigator has developed a new tool to measure the primary school teacher's inclinations on language teaching through The Silent Way. The tool has been labeled as "Inclination Scale of language teaching through the Silent Way."

a) Planning and Preparation of the Scale: Inclination scale on language teaching through the Silent Way is planned for preparing items. The investigator has constructed a scale to measure the primary school teachers' inclination on language teaching through The Silent Way. The investigator has prepared a list of 53 statements. All the 53 items were followed by 3 (three) alternative options namely, Accept, Undecided, and Reject. The content validity was established with consultation of subject experts.

b) Collection and Editing of Statements: The investigator collected statements from different sources of literature relating to content and various aspects of The Silent Way. All the statements were edited by the two experts. After thorough revision and review, 53 statements were kept in the initial draft.

c) Item Analysis: The preliminary draft of the "primary school teachers' inclination on language teaching through The Silent Way" was administered on the sample of 50 primary school teachers. After the administration, the investigator did the item analysis by dividing the teachers into two groups on the basis of their performance. For the purpose of the item analysis of each statement, 27% of cases from the higher group and 27% from the lower group of the scores were taken for computing the t-values of all the 53 statements. The t-value of each statement calculated using the formula. In case of t-value of the item is significant, then, the statement is accepted. In case the t-value of the item is not significant, then the statement is deleted. In the item analysis, 53 statements were found significant. It Means, 53 statements were retained in the final draft of the scale.

Table-2: Indicating t-value for each statement along with remarks.

Item No.	$M_H - M_L$	SEd	t-value	Remarks
1	0.23	0.11	2.09	Accepted
2	0.602	0.167	3.60	Accepted
3	0.25	0.16	1.56	Accepted

4	0.54	0.2	2.7	Accepted
5	0.269	0.1	2.69	Accepted
6	0.6	0.17	3.52	Accepted
7	1.12	0.18	6.22	Accepted
8	0.585	0.2	2.925	Accepted
9	1.035	0.2	5.175	Accepted
10	0.487	0.17	2.86	Accepted
11	0.853	0.2	4.262	Accepted
12	0.586	0.2	2.93	Accepted
13	0.5	0.17	2.94	Accepted
14	0.92	0.184	5	Accepted
15	0.58	0.19	3.05	Accepted
16	0.38	0.1	3.8	Accepted
17	0.67	0.207	3.23	Accepted
18	0.67	0.207	3.236	Accepted
19	0.59	0.187	3.15	Accepted
20	0.49	0.17	2.882	Accepted
21	0.5	0.17	2.94	Accepted
22	0.7	0.2	3.5	Accepted
23	0.66	0.185	3.567	Accepted
24	0.659	0.178	3.70	Accepted
25	1.26	0.2	6.3	Accepted
26	0.555	0.20	2.775	Accepted
27	1.153	0.184	6.266	Accepted
28	0.666	0.2	3.33	Accepted
29	2.6	0.9	2.89	Accepted
30	1.1	0.2	5.5	Accepted
31	0.3	0.1	3	Accepted
32	0.7	0.2	3.5	Accepted
33	0.62	0.2	3.1	Accepted
34	2.7	0.88	3.06	Accepted
35	0.52	0.17	3.05	Accepted
36	0.507	0.173	2.93	Accepted
37	1.74	0.189	9.206	Accepted
38	0.519	0.17	3.05	Accepted
39	0.853	0.2	4.265	Accepted

40	1.26	0.2	6.3	Accepted
41	0.63	0.18	3.5	Accepted
42	0.6	0.17	3.52	Accepted
43	1.12	0.18	6.22	Accepted
44	0.585	0.2	2.925	Accepted
45	1.035	0.2	5.175	Accepted
46	0.487	0.17	2.86	Accepted
47	0.54	0.2	2.7	Accepted
48	0.555	0.20	2.775	Accepted
49	0.445	0.16	2.78	Accepted
50	0.67	0.207	3.236	Accepted
51	0.601	0.209	2.875	Accepted
52	0.63	0.14	4.5	Accepted
53	0.56	0.17	3.29	Accepted

d) **Reliability and Validity:** Reliability and validity are two important characteristics of any test. Reliability is the complement of error variance. It is defined as the extent to which any measurement procedure produces the same results on successive administration. In short, it is the stability or consistency of scores over time.

After finalizing the final draft of the Inclination Scale on Language Teaching through The Silent Way, the investigator computed the reliability of the items by making use of split-half method. The co-efficient of reliability came out to be 0.97, which indicate a quite high amount of reliability of the test. Validity refers to extent to which the results of a test serve the particular use for which it is intended. It Means quality of being true, the items are being acceptable and reasonable. The present tool contains face validity and content validity. The final draft of the tool contains five dimensions followed by number of statements given below

Table-3: Showing item numbers with regard to dimensions

Sl. No.	DIMENSIONS	Item No.
1	Conceptual ideas	1-10
2	Theory of learning	11-19
3	Learning objectives and outcomes	20-36
4	Learning activities	37-42
5	Role of student and teacher	43-53

e) **Procedure for Data Collection:** For the collection of data, the investigator went to the concerned Heads of the institutions and asked permission for the purpose of collecting data from the concerned teachers i.e., primary school teachers. After getting consent from the Head, the investigator met primary school teachers personally for collection of data. The investigator explained the purpose of the study. Then, the investigator elucidated about the tool to the concerned teacher by giving proper instruction as to how to respond (by putting a tick mark)

to the 3 alternatives namely, accept, doubtful and reject against each statement. Then the investigator handed over tool to the primary school teachers and collected it back after completion administration.

f) Scoring Procedure: The statements on the “primary school teachers’ inclination on language teaching through The Silent Way” were scored in terms of positivity and negativity. For positive statement, the score was Accepted-3; Undecided-2; Rejected-1. For negative statement, the score was given as: Accepted- 1; Undecided-2; Rejected-3. There are 53 statements in this scale, out of which 49 statements are positive and 4 statements are negative. Item number 5, 9, 26 and 47 are negative and remaining are positive items.

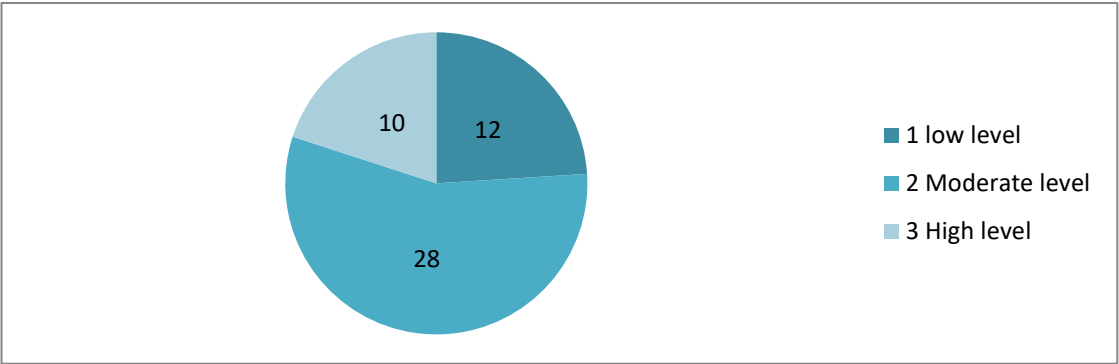
Analysis and Interpretation

Objective 1: To find out primary school teachers level of inclination on language learning through The Silent Way.

Table-4: Showing Levels of inclination among primary school teachers on language teaching through The Silent Way.

Total	Low level		Moderate level		High level	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	(f)	(%)	(f)	(%)	(f)	(100)
50	12	24%	28	56%	10	20%

Figure-1: Pie-Chart of depicting percentage distribution of inclination among primary school teachers on language teaching through The Silent Way



From the table-4, it is clear that 20% (N=50) of primary school teachers have high level of inclinations on language teaching through The Silent Way. It Means, 20% of primary school teachers have higher level of inclinations on Conceptual ideas, Theory of learning, Learning objectives and outcomes, Learning activities and Role of student and teacher. 56% (N=50) of primary school teachers have moderate level of inclinations on language teaching through The Silent Way with regard to Conceptual ideas, Theory of Learning, Learning objectives and outcomes, Learning activities and Role of student and teacher. 24% (N=50) of primary school teachers have low level of inclinations on language teaching through The Silent Way Method with regard to Conceptual ideas, Theory of learning, Learning objectives and outcomes,

Learning activities and Role of student and teacher.

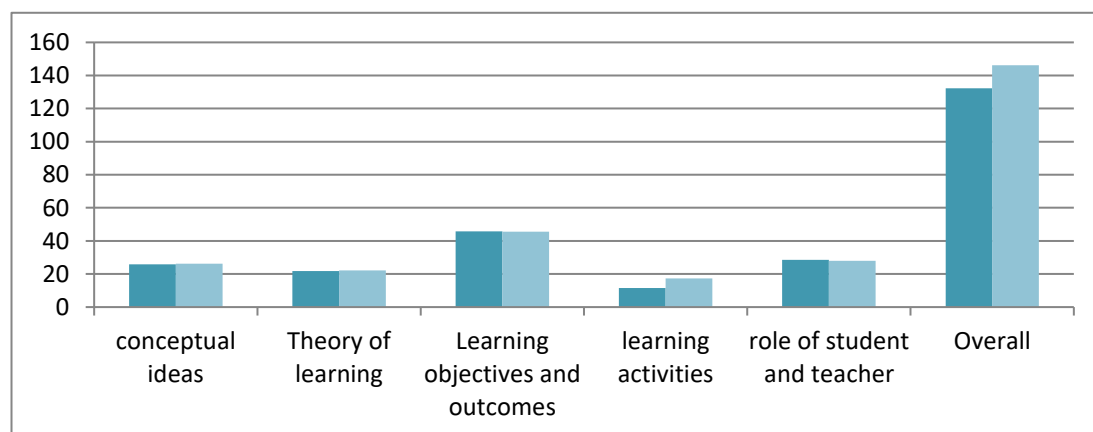
Objective 2: To find out significant difference in primary school teachers' inclination on language teaching through The Silent Way with regard to gender.

Hypothesis 2: There is no significant difference in primary school teachers' inclination on language teaching through The Silent Way with regard to gender.

Table-5: Shows Mean, SD, D, SEd and t-values with regard to dimensions of The Silent Way Method due to variation in gender

Dimensions of The Silent Way Method	Male (N1=32)		Female(N2=18)		D	SEd	t-values
	M <sub>1</sub>	$\sigma_1$	M <sub>2</sub>	$\sigma_2$			
Conceptual ideas	25.78	7.21	26.38	3.58	0.6	1.52	0.394
Theory of learning	21.75	5.55	22.25	5.63	0.5	5.63	0.08
Learning objectives and outcomes	46.75	9.97	45.61	10.37	1.14	3.01	0.37
Learning activities	11.62	12.25	17.38	2.48	5.76	2.24	2.57
Role of student and teacher	28.62	15.79	28.05	5.42	0.57	3.06	0.18
Overall	132.16	19.13	146.25	19.02	14.09	5.49	2.5

Figure-2: shows Mean values of male and female primary school teachers' inclinations on language teaching through The Silent Way with respect to dimensions mentioned.



From the table-5, it is clear that t-value (0.394) with regard to conceptual ideas ( $M_1=25.78$ ,  $\sigma_1=7.21$ ,  $M_2=26.38$ ,  $\sigma_2=3.58$ ,  $D=0.6$ ,  $SEd=1.52$ ) is not significant at 0.01 level. It means that gender doesn't differ in conceptual ideas of The Silent Way. It indicates that there is no significant difference between male and female primary school teachers in their inclinations on language teaching through The Silent Way with respect to conceptual ideas. From the Mean values, it is clear that female primary school teachers ( $M_2=26.38$ ) are higher in their Inclinations on language teaching through The Silent Way with respect to Conceptual ideas

on The Silent Way than Male primary school teachers ( $M_1=25.78$ ). From the SD values, it is clear that Male Primary school teachers ( $\sigma_1 = 7.21$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to conceptual ideas on The Silent Way.

The t-value (0.08) with regard to Theory of learning ( $M_1=21.75$ ,  $\sigma_1=5.55$ ,  $M_2=22.25$ ,  $\sigma_2=5.63$ ,  $D=0.5$ ,  $SEd=5.63$ ) is not significant at 0.01 level. It means that gender doesn't differ in theory of learning. It indicates that there is no significant difference between male and female primary school teachers in their inclinations on language teaching through The Silent Way with respect to theory of learning. From the Mean values, it is clear that female primary school teachers ( $M_2=22.25$ ) are higher in their inclinations on language teaching through The Silent Way than male primary school teachers ( $M_1=21.75$ ). From the SD values, it is clear that female primary school teachers ( $\sigma_2 = 5.63$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to theory of learning.

The t-value (0.37) with regard to learning objectives and outcomes ( $M_1=46.75$ ,  $\sigma_1=9.97$ ,  $M_2=45.61$ ,  $\sigma_2=10.37$ ,  $D=1.14$ ,  $SEd=3.01$ ) is not significant at 0.01 level. It means that gender doesn't differ in learning objectives and outcomes. It indicates that there is no significant difference between male and female primary school teachers in their inclinations on language teaching through The Silent Way with respect to learning objectives and outcomes. From the Mean values, it is clear that male primary school teachers ( $M_1=46.75$ ) are higher in their inclinations on language teaching through The Silent Way than the female primary school teachers ( $M_2=45.61$ ). From the SD values, it is clear that female primary school teachers ( $\sigma_2=10.37$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to learning objectives and outcomes.

The t-value (2.57) with regard to learning activities ( $M_1=11.62$ ,  $\sigma_1=12.25$ ,  $M_2=17.38$ ,  $\sigma_2=2.48$ ,  $D=5.76$ ,  $SEd=2.24$ ) is significant at 0.01 level. It Means that gender differ in learning activities. It indicates that there is significant difference between male and female primary school teachers in their inclinations on language teaching through The Silent Way with respect to learning activities. From the Mean values, it is clear that female primary school teachers ( $M_2=17.38$ ) are higher in their inclinations on language teaching through The Silent Way than the male primary school teachers ( $M_1=11.62$ ). From the SD values, it is clear that male primary school teachers ( $\sigma_1=12.25$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to Learning activities.

The t-value (0.18) with regard to role of student and teacher ( $M_1=28.62$ ,  $\sigma_1=15.79$ ,  $M_2=28.05$ ,  $\sigma_2=5.42$ ,  $D=0.57$ ,  $SEd=3.06$ ) is significant at 0.01 level. It means that gender doesn't differ in role of student and teacher. It indicates that there is no significant difference between male and female primary school teachers in their inclinations on language teaching through The Silent Way with respect to role of student and teacher. From the Mean values, it is clear that male primary school teachers ( $M_1=28.62$ ) are higher in their inclinations on language teaching through The Silent Way than the female primary school teachers ( $M_2=28.05$ ). From the SD values, it is clear that male primary school teachers ( $\sigma_1=15.79$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to role of student and teacher.

Objective 3: To find out the significant difference in primary school teachers' inclination on *Nanotechnology Perceptions* Vol. 20 No. S16 (2024)

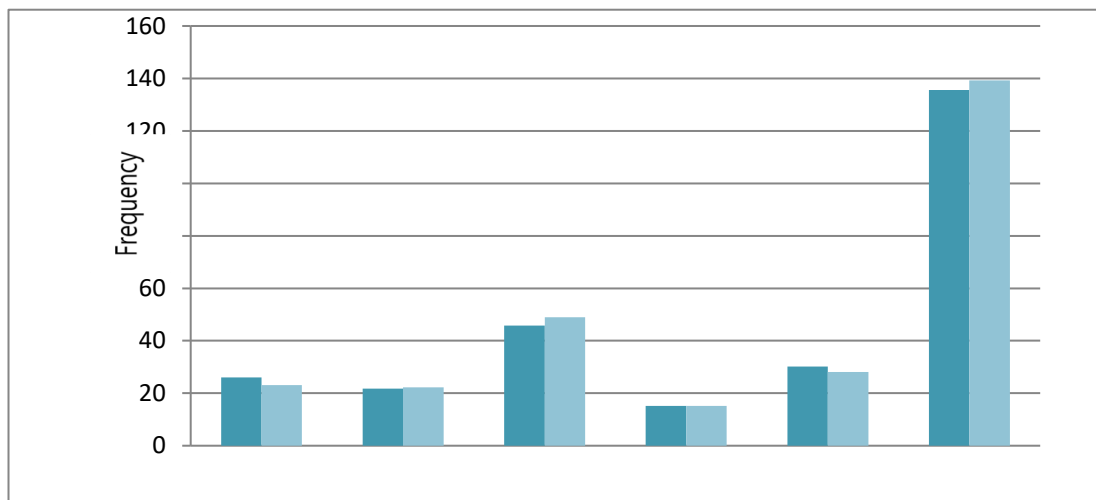
language teaching through The Silent Way with regard to management.

Hypothesis 2: There is no significant difference in primary school teachers' inclination on language teaching through The Silent Way with regard to management.

Table-6: Shows Mean, SD, D, SEd and t-values with regard to dimensions of The Silent Way Method due to variation in management.

Dimensions of The Silent Way	Government (N=22)		Private (N=28)		D	SEd	t-values
	M <sub>1</sub>	$\sigma_1$	M <sub>2</sub>	$\sigma_2$			
Conceptual ideas	26.04	3.43	23.07	8.00	2.97	1.67	1.77
Theory of learning	21.77	7.51	22.21	3.30	0.44	1.71	0.25
Learning objectives and outcomes	45.77	7.30	48.92	12.77	3.15	1.82	1.73
Learning activities	15.13	3.03	15.21	4.35	0.08	1.03	0.95
Role of student and teacher	30.22	8.97	28.07	8.00	2.15	2.43	0.88
Overall	135.66	17.84	139.25	13.12	3.6	4.38	0.81

Figure-3: Shows Mean values of Government and Private primary school teachers' inclination on language teaching through The Silent Way with respect to dimensions mentioned.



From the table-6, it is clear that t-value (1.77) with regard to conceptual ideas ( $M_1=26.04$ ,  $\sigma_1=3.43$ ,  $M_2=23.07$ ,  $\sigma_2=8.00$ ,  $D=2.97$ ,  $SEd=1.67$ ) is not significant at 0.01 level. It means that management doesn't differ in conceptual ideas. It indicates that there is no significant difference between Government and private primary school teachers in their inclinations on language teaching through The Silent Way with respect to conceptual ideas. From the Mean values, it is clear that Government primary school teachers ( $M_1=26.04$ ) are higher in their Inclinations on language teaching through The Silent Way with respect to Conceptual ideas

on The Silent Way than private primary school teachers ( $M_2=23.07$ ). From the SD values, it is clear that private Primary school teachers ( $\sigma_2=8.00$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to conceptual ideas on The Silent Way.

The t-value (0.25) with regard to Theory of learning ( $M_1=21.77$ ,  $\sigma_1=7.51$ ,  $M_2=22.21$ ,  $\sigma_2=3.30$ ,  $D=0.44$ ,  $SEd=1.71$ ) is not significant at 0.01 level. It means that management doesn't differ in theory of learning. It indicates that there is no significant difference between Government and private primary school teachers in their inclinations on language teaching through The Silent Way with respect to theory of learning.

From the Mean values, it is clear that private primary school teachers ( $M_2=22.21$ ) are higher in their inclinations on language teaching through The Silent Way than government primary school teachers ( $M_1=21.77$ ). from the SD values, it is clear that Government primary school teachers ( $\sigma_1=7.51$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to theory of learning.

The t-value (1.73) with regard to learning objectives and outcomes ( $M_1=45.77$ ,  $\sigma_1=7.30$ ,  $M_2=48.92$ ,  $\sigma_2=12.77$ ,  $D=3.15$ ,  $SEd=1.82$ ) is not significant at 0.01 level. It means that management doesn't differ in learning objectives and outcomes. It indicates that there is no significant difference between Government and private primary school teachers in their inclinations on language teaching through The Silent Way with respect to learning objectives and outcomes. From the Mean values, it is clear that private primary school teachers ( $M_2=48.92$ ) are higher in their inclinations on language teaching through The Silent Way than the Government primary school teachers ( $M_1=45.77$ ). From the SD values, it is clear that private primary school teachers ( $\sigma_2=12.77$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to learning objectives and outcomes.

The t-value (0.95) with regard to learning activities ( $M_1=15.13$ ,  $\sigma_1=3.03$ ,  $M_2=15.21$ ,  $\sigma_2=4.35$ ,  $D=0.08$ ,  $SEd=1.03$ ) is significant at 0.01 level. It means that management differs in learning activities. It indicates that there is significant difference between government and private primary school teachers in their inclinations on language teaching through The Silent Way with respect to learning activities. From the Mean values, it is clear that private primary school teachers ( $M_2=15.21$ ) are higher in their inclinations on language teaching through The Silent Way than the government primary school teachers ( $M_1=15.13$ ). From the SD values, it is clear that private primary school teachers ( $\sigma_2 = 4.35$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to Learning activities.

The t-value (0.88) with regard to role of student and teacher ( $M_1=30.22$ ,  $\sigma_1=8.97$ ,  $M_2=28.07$ ,  $\sigma_2=8.00$ ,  $D=2.15$ ,  $SEd=2.43$ ) is significant at 0.01 level. It means that management doesn't differ in role of student and teacher. It indicates that there is no significant difference between Government and private primary school teachers in their inclinations on language teaching through The Silent Way with respect to role of student and teacher. From the Mean values, it is clear that government primary school teachers ( $M_1=30.22$ ) are higher in their inclinations on language teaching through The Silent Way than the private primary school teachers ( $M_2=28.07$ ). From the SD values, it is clear that government primary school teachers ( $\sigma_1=8.97$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to role of student and teacher.

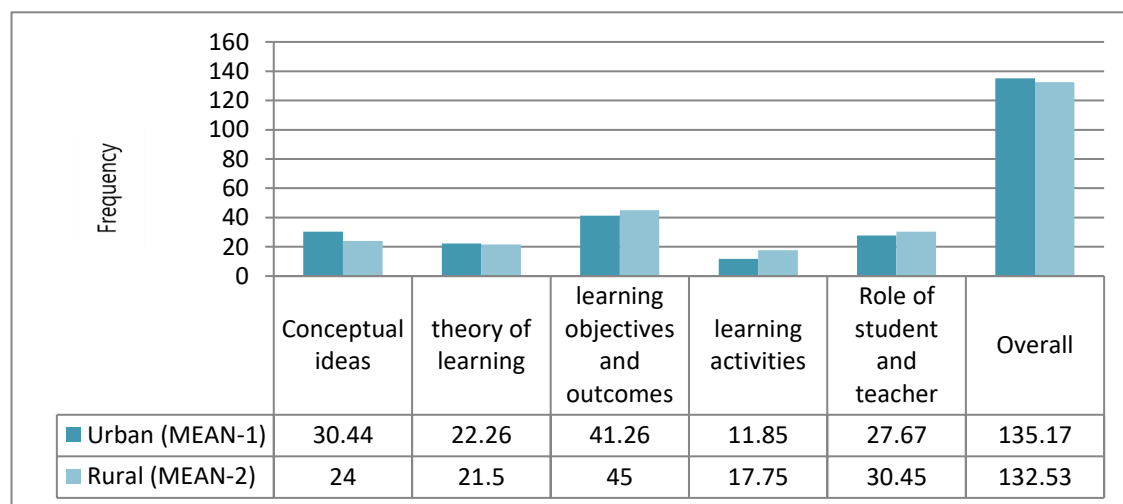
Objective 4: To find out significant difference in primary school in primary school teachers inclination on language teaching through The Silent War with regard to locality.

Hypotheses 3: There is no significant difference in primary school teachers' inclinations on language teaching through The Silent Way with regard to locality.

Table-7: Shows Mean, SD, D, SEd and t-values with regard to dimensions of The Silent Way Method due to variation in locality.

Dimensions of The Silent Way	Urban (N1=34)		Rural (N2=16)		D	SEd	t-value
	$M_1$	$\sigma_1$	$M_2$	$\sigma_2$			
Conceptual ideas	30.44	12.41	24	5.80	6.44	2.57	2.50
Theory of learning	22.26	4.62	21.5	6.24	0.76	1.74	0.43
Learning objectives and outcomes	41.26	10.01	45	6.14	3.74	2.3	1.62
Learning activities	11.85	11.72	17.75	4.85	5.9	2.34	2.52
Role of student and teacher	27.67	8.30	30.75	7.44	3.08	2.33	1.32
overall	135.17	19.26	132.53	15.19	2.64	4.98	0.53

Figure-4: Shows Mean values of urban and rural primary school teachers inclinations on language teacher through The Silent Way with respect to dimensions mentioned.



From the table-7, it is clear that t-value (2.50) with regard to conceptual ideas ( $M_1=30.44$ ,  $\sigma_1=12.41$ ,  $M_2=24$ ,  $\sigma_2=5.80$ ,  $D=6.44$ ,  $SEd=2.57$ ) is significant at 0.01 level. It means that locality differs in conceptual ideas. It indicates that there is significant difference between urban and rural primary school teachers in their inclinations on language teaching through The Silent Way with respect to conceptual ideas. From the Mean values, it is clear that urban primary school teachers ( $M_1=30.44$ ) are higher in their Inclinations on language teaching through The Silent Way with respect to Conceptual ideas on The Silent Way than rural primary

school teachers ( $M_2=24$ ). From the SD values, it is clear that urban Primary school teachers ( $\sigma_1=12.41$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to conceptual ideas on The Silent Way.

The t-value (0.43) with regard to Theory of learning ( $M_1=22.26$ ,  $\sigma_1=4.62$ ,  $M_2=21.5$ ,  $\sigma_2=6.24$ ,  $D=0.76$ ,  $SEd=1.74$ ) is not significant at 0.01 level. It means that locality doesn't differ in theory of learning. It indicates that there is no significant difference between urban and rural primary school teachers in their inclinations on language teaching through The Silent Way with respect to theory of learning.

From the Mean values, it is clear that urban primary school teachers ( $M_1=22.26$ ) are higher in their inclinations on language teaching through The Silent Way than rural primary school teachers ( $M_2=21.5$ ). from the SD values, it is clear that rural primary school teachers ( $\sigma_2=6.24$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to theory of learning.

The t-value (1.62) with regard to learning objectives and outcomes ( $M_1=41.26$ ,  $\sigma_1=10.01$ ,  $M_2=45$ ,  $\sigma_2=6.14$ ,  $D=3.74$ ,  $SEd=2.3$ ) is not significant at 0.01 level. It means that locality doesn't differ in learning objectives and outcomes. It indicates that there is no significant difference between urban and rural primary school teachers in their inclinations on language teaching through The Silent Way with respect to learning objectives and outcomes. From the Mean values, it is clear that rural primary school teachers ( $M_2=45$ ) are higher in their inclinations on language teaching through The Silent Way than the urban primary school teachers ( $M_1=41.26$ ). From the SD values, it is clear that urban primary school teachers ( $\sigma_1=10.01$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to learning objectives and outcomes.

The t-value (2.52) with regard to learning activities ( $M_1=11.85$ ,  $\sigma_1=11.72$ ,  $M_2=17.75$ ,  $\sigma_2=4.85$ ,  $D=5.9$ ,  $SEd=2.34$ ) is significant at 0.01 level. It means that locality differs in learning activities. It indicates that there is significant difference between urban and rural primary school teachers in their inclinations on language teaching through The Silent Way with respect to learning activities. From the Mean values, it is clear that rural primary school teachers ( $M_2=17.75$ ) are higher in their inclinations on language teaching through The Silent Way than the urban primary school teachers ( $M_1=11.85$ ). From the SD values, it is clear that urban primary school teachers ( $\sigma_1 = 11.72$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to Learning activities.

The t-value (1.32) with regard to role of student and teacher ( $M_1=27.67$ ,  $\sigma_1=8.30$ ,  $M_2=30.75$ ,  $\sigma_2=7.44$ ,  $D=3.08$ ,  $SEd=2.33$ ) is not significant at 0.01 level. It means that locality doesn't differ in role of student and teacher. It indicates that there is no significant difference between urban and rural primary school teachers in their inclinations on language teaching through The Silent Way with respect to role of student and teacher. From the Mean values, it is clear that rural primary school teachers ( $M_2=30.75$ ) are higher in their inclinations on language teaching through The Silent Way than the urban primary school teachers ( $M_1=27.67$ ). From the SD values, it is clear that urban primary school teachers ( $\sigma_1=8.30$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to role of student and teacher.

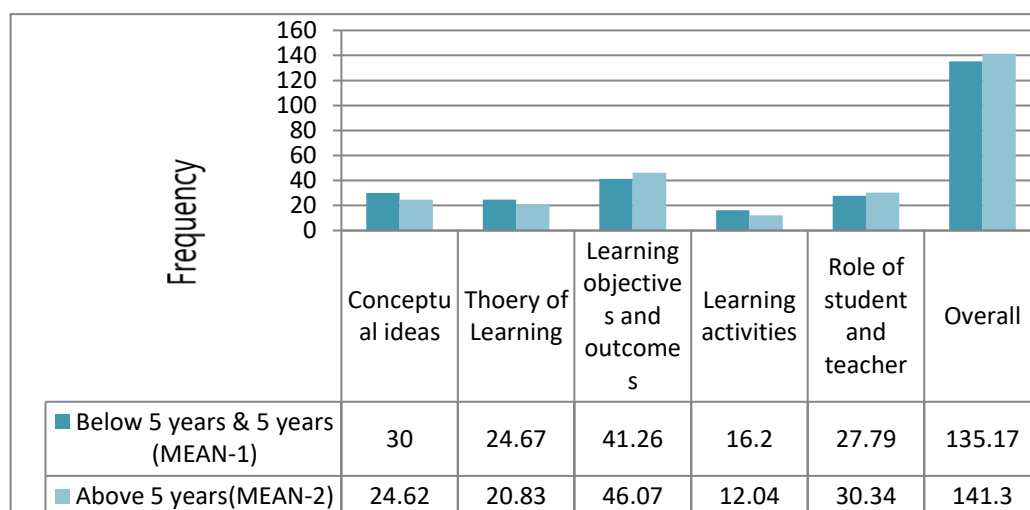
Objective 5: To find out the significant difference in primary school teachers' inclination on language teaching through The Silent Way with regard to teaching experience.

Hypotheses 4: There is no significant difference in primary school teachers' inclination on language teaching through The Silent Way with regard to teaching experience.

Table-8: Shows Mean, SD, D, SEd and t-values with regard to dimensions of The Silent Way Method due to variation in teaching experience.

Dimensions of The Silent Way	Below 5 years and 5 Years (N1=17)		Above 5 years (N=33)		D	SEd	t-value
	M <sub>1</sub>	$\sigma_1$	M <sub>2</sub>	$\sigma_2$			
Conceptual ideas	30	8.15	24.62	6.35	5.38	2.26	2.38
Theory of learning	24.67	5.40	20.83	5.69	3.84	1.43	2.68
Learning objectives and outcomes	41.26	6.06	46.07	9.74	4.81	2.24	2.14
Learning Activities	16.20	3.84	12.04	11.27	4.16	2.16	1.92
Role of student and teacher	27.79	7.61	30.34	9.23	2.55	2.44	1.04
Overall	135.17	18.17	141.3	17.72	6.13	5.34	1.14

Figure-5: Shows Mean values of below 5 years and 5 years and above 5 years teaching experiences of primary school teachers' inclinations on language teacher through The Silent Way with respect to dimensions mentioned.



From the table-8, it is clear that t-value (2.38) with regard to conceptual ideas ( $M_1=30$ ,  $\sigma_1=8.15$ ,  $M_2=24.62$ ,  $\sigma_2=6.35$ ,  $D=5.38$ ,  $SEd=2.26$ ) is not significant at 0.01 level. It Means that teaching experiences doesn't differ in conceptual ideas. It indicates that there is no significant difference between Below 5 years & 5 years and above 5 years teaching experiences of primary

school teachers in their inclinations on language teaching through The Silent Way with respect to conceptual ideas. From the Mean values, it is clear that below 5 years & 5 years teaching experience primary school teachers ( $M_1=30$ ) are higher in their Inclinations on language teaching through The Silent Way with respect to Conceptual ideas on The Silent Way than above 5 years teaching experience primary school teachers ( $M_2=24.62$ ). From the SD values, it is clear that below 5 years & 5 years teaching experience Primary school teachers ( $\sigma_1=8.15$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to conceptual ideas on The Silent Way.

The t-value (2.68) with regard to Theory of learning ( $M_1=24.67$ ,  $\sigma_1=5.40$ ,  $M_2=20.83$ ,  $\sigma_2=5.69$ ,  $D=3.84$ ,  $SEd=1.43$ ) is significant at 0.01 level. It Means that teaching experience differs in theory of learning. It indicates that there is significant difference between below 5 years & 5 years and above 5 years teaching experience primary school teachers in their inclinations on language teaching through The Silent Way with respect to theory of learning. From the Mean values, it is clear that below 5 years & 5 years teaching experience primary school teachers ( $M_1=24.67$ ) are higher in their inclinations on language teaching through The Silent Way than above 5 years teaching experience primary school teachers ( $M_2=20.83$ ). from the SD values, it is clear that above 5 years teaching experience primary school teachers ( $\sigma_2=5.69$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to theory of learning.

The t-value (2.14) with regard to learning objectives and outcomes ( $M_1=41.26$ ,  $\sigma_1=6.06$ ,  $M_2=46.07$ ,  $\sigma_2=9.74$ ,  $D=4.81$ ,  $SEd=2.24$ ) is not significant at 0.01 level. It Means that teaching experience doesn't differ in learning objectives and outcomes. It indicates that there is no significant difference between below 5 years & 5 years and above 5 years teaching experience primary school teachers in their inclinations on language teaching through The Silent Way with respect to learning objectives and outcomes. From the Mean values, it is clear that above 5 years teaching experience primary school teachers ( $M_2=46.07$ ) are higher in their inclinations on language teaching through The Silent Way than the below 5 years & 5 years teaching experience primary school teachers ( $M_1=41.26$ ). From the SD values, it is clear that above 5 years teaching experience primary school teachers ( $\sigma_2=9.74$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to learning objectives and outcomes.

The t-value (1.92) with regard to learning activities ( $M_1=16.20$ ,  $\sigma_1=3.84$ ,  $M_2=12.04$ ,  $\sigma_2=11.27$ ,  $D=4.16$ ,  $SEd=2.16$ ) is not significant at 0.01 level. It means that teaching experience doesn't differ in learning activities. It indicates that there is no significant difference between below 5 years & 5 years and above 5 years teaching experience primary school teachers in their inclinations on language teaching through The Silent Way with respect to learning activities. From the Mean values, it is clear that below 5 years & 5 years teaching experience primary school teachers ( $M_1=16.20$ ) are higher in their inclinations on language teaching through The Silent Way than the above 5 years teaching experience primary school teachers ( $M_2=12.04$ ). From the SD values, it is clear that above 5 years teaching experience primary school teachers ( $\sigma_2=11.27$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to Learning activities.

The t-value (1.04) with regard to role of student and teacher ( $M_1=27.79$ ,  $\sigma_1=7.61$ ,  $M_2=30.34$ ,

$\sigma_2=9.23$ ,  $D=2.55$ ,  $SEd=2.44$ ) is not significant at 0.01 level. It means that teaching experience doesn't differ in role of student and teacher. It indicates that there is no significant difference between below 5 years & 5 years and above 5 years teaching experience primary school teachers in their inclinations on language teaching through The Silent Way with respect to role of student and teacher. From the Mean values, it is clear that above 5 years teaching experience primary school teachers ( $M_2=30.34$ ) are higher in their inclinations on language teaching through The Silent Way than the below 5 years & 5 years primary school teachers ( $M_1=27.79$ ). From the SD values, it is clear that above 5 years teaching experience primary school teachers ( $\sigma_2=9.23$ ) are slightly deviated in their inclinations on language teaching through The Silent Way with respect to role of student and teacher.

### Educational Implications

This study can be usefully employed in school practice and will help the teachers to know about importance and efficiency of The Silent Way Method in teaching language. The present study focuses on the primary school teachers who are contributing in the field of education. They should be well equipped and well aware about the methodologies of teaching and learning. The major implications are highlighted in the following points.

1. The study helps the teachers know the basic elements of The Silent Way Method.
2. The study reflects the effective and child-centric approach in language teaching.
3. Unlike the old traditional teaching method, this method may be implemented at primary level.
4. The teacher can become a good observer through this method.
5. Students can develop problem solving skills through this method.
6. Students become more engaged in this method to develop inquiry skills.
7. This study paves the way for creating a positive, safe learning environment.
8. This method encourages student-directed learning.
9. It enables the teachers to act as a guide and mentor in the teaching learning process.
10. It helps students to link their knowledge in their personal life activities.

### 5. Conclusion

The Silent Way Method follows sound-colour charts which draw the attention of the students and allow them concentrate on the language, not on the teacher. It presents all of the sounds of language. From this chart, students come to know what they have learned and what they need to learn. It can be used to give feedback. The teacher sets up the unambiguous situation, puts the language structure in circulation and then, s/he is silent. It encourages peer correction. Students are encouraged to help another student when he or she experiencing difficulty. It is important that any help needs to be offered in a cooperative manner, not in a competitive manner. Rods can be used to provide visible actions or situations for any language structure. Rods can be used to represent other realities. They allow students to be creative and

imaginative.

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