

## The Silent Way and Other Two Methods of Language Teaching

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### Abstract

The present paper tries to explain some of the interesting language teaching methods, namely, "The silent way", "Audio lingual method" or 'Army Method" or "New Key Method" and "Reading method" or "Dr. West's method." There is no specific reason behind selecting these methods. These methods are less known to the English teaching and learning community. The methods are explained with their attributes and deformities. After the study of these methods anybody can believe that interesting experiments are done in the past by the teachers, which is a great heritage in the history of language teaching.

**KEYWORDS:** The Key words in this paper are - silent way, Audio lingual, Army Method, New Key , Dr. West's method etc.

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### INTRODUCTION

English Language teaching has not value only because of its being a foreign language but it is a language of opportunities. The global market speaks and listens through English. English is a language of technology and sciences. All this has lead scholars to think about the teaching methods of the language. "The silent way", "Audio lingual method" or 'Army Method" or "New Key Method" and "Reading method" or "Dr. West's method" are some of the interesting language teaching methods.

### THE SILENT WAY

"The silent way is a language-teaching method created by Caleb Gattegno. It makes extensive use of silence as a teaching technique. It is not generally regarded as a conventional method in language teaching. It was first introduced in Gattegno's book "Teaching Foreign Languages in Schools: The Silent Way" in 1963. Gattegno was skeptical of the mainstream language education of the time, and conceived of the method as a special case of his general theories of education."

The method emphasises the sovereignty of the student. The teacher's role is to observe the students' efforts. The students are encouraged to have a vigorous role in learning the language. Pronunciation is seen as essential element of language learning. At beginning students start their study with pronunciation, and much time is spent practicing it. The Silent Way uses a structural syllabus, and structures are constantly reviewed and recycled. The choice of vocabulary is important. Functional and versatile words are seen as the best. Translation and role repetition are avoided and the language is usually practiced in meaningful contexts. Evaluation is carried out by observation, and the teacher may never set a formal test.

The teacher uses silence for multiple purposes in the Silent Way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own errors. Even though teachers are often silent, they are still active. They will commonly use techniques such as mouthing words and using hand gestures to help the students with their pronunciation. Teachers will also encourage students to help their peers.

While teaching with the Silent Way, teachers use special teaching materials. One of the hallmarks of the method is the use of Cuisenaire rods, which can be used for anything from introducing simple commands to representing abstract objects such as clocks and floor plans. The method also makes use of color association to help teach pronunciation; there is a sound-color chart which is used to teach the language sounds, colored word charts which are used to teach sentences, and colored Fidel charts which are used to teach spelling.

The method has many drawbacks. It relies mainly on students is the major shortcoming of the method. The specialized teaching material is not available at all stations. Teacher is passive and has very limited role to play is good but he can't be a mere observer in a language class.

### **AUDIO-LINGUAL METHOD**

This method is also known as 'Army Method' or "New Key Method". It is based on a behaviorist theory, which professes that certain attributes of living things, and in this case humans could be trained through a system of reinforcement—correct use of a attribute would receive positive response while incorrect use of that attribute would receive negative response. Teacher wants the students to be able to use the target language communicatively. Students understand the cultural patterns and way of thinking of the speakers of the language. New material is presented in a dialogue form. Total freedom to a teacher for mimicry-memorization of set phrases and over learning is given. More usage of tape recorders, language labs and audio-visuals aids are advised by the method. Language skills can be taught more effectively with proper stress and intonation. Mistakes are minimized and it evolved the process of generalization and discrimination. Students spend their classroom time on active oral practice of the language.

Developing communicative competence is the main objective of this method. Direct involvement of the learners in the learning process is the most important feature. All the four skills are equally emphasized but major concentration is given to oral skills.

### **READING METHOD/Dr. WEST'S NEW METHOD**

This is an Indian origin method. Dr. West developed this method not for academic purpose but for social need. He was of the opinion that "Indian students need most of all to be able to read English, than to write it, and lastly to speak it and understood it when spoken." He also believes that "learning to read a language is by far the shortest road to learning to speak and write it." The West's method puts emphasis on three important elements. First, reading, Secondly, Readers with selected vocabulary and thirdly,

judicious use of the mother tongue. According to him ‘it is easier to acquire a reading knowledge of a language than to acquire a speaking.’”

The auditory image of the language assists the student when they turn to read. Teachers give oral reading practices to students for better results. It also helps the students to improve their pronunciation and vocabulary. The method is applicable in any area and is operative with every available teacher. Students learn to interpret written material. Their comprehension of various problems gradually improves. “Dr. West was one of those who first paid attention to the selection and grading of vocabulary and took the first step in its reform”. Dr. West glorified the value of reading by putting it before speaking and writing.

This method is not according to the psychology of the students, because asking to read in the initial stage of learning is not good. When it is asked to someone to read, it is assumed that he or she knows the pronunciation and vocabulary. The method is not supported by the linguists because they think that learning to speak is easier than to read. Finally, we can come to the conclusion that it is one of the useful methods that have served the purpose.

## CONCLUSION

These are some of the methods implemented for English language teaching by experts. The intention behind exploration of these methods is these methods are not only important as historical methods but have potential to modify the upcoming methods. In the end, after studying these methods we can say that interesting experiments are done in the past by the teachers, which is a great heritage in the history of language teaching. Now a day, the most popular method is CALL (Computer Assisted Language Learning). Use of information and communication technology has modified the style of teaching and learning but the principles behind these methods are being true can't be modified by the technology. The above discussion is in relation to the principles. All the students and teachers should try to understand the principle behind these methods than the technique.

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