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PEDAGOGICKÁ FAKULTA

Callanova metóda vs tradičné vyučovanie dospelých

Diplomová práca

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Pod'akovanie

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ABSTRAKT

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Cieľom práce je zmapovanie a porovnávanie tradičných metód pri vyučovaní cudzieho jazyka s nie tak dobre preskúmanou a používanou metódou – callanovou metódou. Budeme sa venovať silným a slabým stránkam metód. Zameriame sa na vyučovanie dospelých. Vo výskumnej časti sa pokúsime zistiť, ktoré z týchto metód by si vybral študent a ktorú/ktoré lektor/vyučujúci. Ďalej budeme zisťovať či reklama a veta „ŠTYRYKRÁT RÝCHLEJŠIE“ je pravdivá a študent sa naučí cudzí jazyk rýchlejšie ako bežnou metódou. Celá práca nám pomôže pochopiť prečo si túto metódu vyberá čoraz viac žiakov, ľudí, študentov a inštitúcií k dosiahnutiu cieľa – naučiť sa cudzí jazyk a prečo je taká úspešná, keď podľa nej vznikajú aj nové metódy a spôsoby vyučovania cudzieho jazyka. To že je úspešná nám ukazuje dôkaz vyučovanie nie len anglického jazyka ale aj mnoho ďalších.

Kľúčové slová: dospelý študent, vyučovacia metóda, callanova metóda, gramaticko-prekladová metóda, priama metóda, audiolinguálna metóda, komunikatívna metóda, metóda mlčania, psychologické a sociálne faktory, princípy učenia

ABSTRACT

FILAGA Bc., Marcel: Callan method vs. traditional teaching of adults (Diploma work)
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The aim of the diploma work is to map and compare traditional methods of teaching foreign language with no so well explored and used method - callan method. We will concern on strong and weak sides of both methods. We target adult teaching. In research part of the work we will try to find out which of these methods teacher and student would choose. Then we will research if the sentence „FOUR TIMES FASTER“ is faithful and callan method is able to teach a foreign language faster than traditional methods. Whole work can help us to understand why this method is chosen more often these days by pupils, students, people and institutions to achieve their aim – to learn a foreign language and why this method is so successful and many new methods and approaches of teaching foreign language rise from it.

An evidence, it is successful, is its application in teaching other foreign languages.

Key words: adult student, teaching method, callan metod, the grammar translation method, the direct method, the audiolingual method, the communicative approach, the silent way, psychological and social factors, principles of teaching

Statement of Originality

Hereby, I declare this thesis to be the work of my own, written independently. All sources and references are correctly cited with complete references to their sources.

In Šurany, 20 March 2012

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Introduction

We do not want to start our diploma work with sentences like „Nowadays speaking foreign language is very important“, „It could perhaps be said that, as English is the international language“, „English is spoken by one in five people in the world“, „we have started travelling more“ or „The world is now opened“ like a lot of diploma works, publications, articles about learning and teaching foreign language start. This is not new discovery for us, for all of us. We know it, we have known it for many years. Let us speak about how to learn and teach foreign language in the best way for teachers/lectors and the most important for learners. Let us discuss of it as possible as we can. Let us find the best way to not it be bored and long for people who want to learn a foreign language..

The better starting than we mentioned above is starting with people lives, life styles, priorities, because here our problem is starting. We do not have time to sit many hours in school, to spend much time by studying at home. The truth is that we do not have time and energy for ourselves, we do not have time to eat during a day, to spend time with our relatives, families, children so how we can learn a foreign language? We do not have time for anything. We mentioned this problem with time purposely because our diploma work is about adults. In my opinion time is one of the biggest problem in teaching foreign language with adults.

A method, we have chosen for my diploma work, is an ideal way for adults. This method is called the callan method and its advantages can help with teaching adults. The method gives us answers how to solve many problems. Time is not only the one but I think that the most important. Callan Method reduces studying time to a quarter, it reduces a student's expenses to a quarter. How can we see, this could be a great solution to our problems. To next advantages of the method we will get in our work.

Why do people need to learn English? Most people in the world today would like to be able to speak English. It might be useful to them for their work, their social life, or for when travelling abroad. However, although they would like to be able to speak it, they are often very reluctant to learn it. The same is true of learning to play a musical instrument - most people would like to be able to play one, but do not want to go through the long, boring and demanding process of learning how to play. The reason

for some people's reluctance to learn English is that they find it takes too long, costs too much (if studied at a private school), and requires too much mental energy, which they cannot spare if they are studying other subjects or have to work all day. In addition to this, they often feel they have little or no natural ability for learning a foreign language. The Callan Method Organisation, after many years of experimentation, intensive research and development, has now changed all this by producing a method that reduces studying time to a quarter of the usual time, also making it possible for virtually anyone to learn the language. I hope that after these detections we all find in this method an interesting way for teaching and we at least think about it.

This method is also a big challenge for us. We wonder if it is true that this method is so successful. The method is not explored enough in Slovakia so we will try to find out as much information as possible. In the work we will explain how the Method works. For us it is a new invention, and we think it is also a great invention for us. Some people think that the secret of success in learning a language is to repeat, repeat and repeat and in this method a problem like this does not exist.

We can speak about this method by the evening so it is better when you see our results of our research. There we will see its success.

To be fair-minded we compare this method to traditional teaching methods and this is another aim too-to compare The Callan Method to Traditional methods.. Our work is divided into two parts. The first part is theoretic part where we mention Adult learning process, The Callan Method and traditional methods, Psychological and Social factors, a term andragogy, Teaching strategies for adults, A role of a teacher etc. . The second part contains empirical part where we use answer sheet to ask students, people who teach/taught or learn/learnt English/a foreign language. Our research will confirm or disconfirm our hypothesis (see at the end of the introduction).

This work wants to provide the readers closed information about the callan method and its using in educational process. We are interested in the method and like it very much so we hope you will do too. Once we would like to learn our students with this method.

Hypothesis 1. Is The Callan Method better for students than traditional methods?

Hypothesis 2. Is The Callan Method better for teachers than traditional methods?

Hypothesis 3. The callan method reduces studying time to a quarter of the usual time-is this statement true?

1. Theoretical part

1.1. The learning process-adult versus child learner.

There is much literature devoted to a child as an object of the learning process. These books analyze all possible features and aspects of children's education in detail. However, there are only a few books of this kind concerning an adult education, although adult education becomes more common and frequent these days. In this chapter our aim is to consider the most important psychological and social factors that might have an influence on the adult learning process and which should be taken into consideration when teaching adults.

The difference between adult and child learners is so crucial that Knowles and Klevins (1975) maintain that the term pedagogy should not apply to adults because the word „taken literally from its roots means the leading of children, the implication there of being that the learner is guided within a rather rigid system. A basic problem with pedagogy is that most teachers have known only how to teach adults as if they were children.“ (In Celce-Murcia, 2001, p.378) Knowles and Klevins argue that: „ A more explicit and realistic term which may be applied to adult education-andragogy. From its roots it denotes the leading of man; or the art and science of helping adult learn.“ (Ibid, p.378).

Knowles employs six assumptions of adult learner, which form the pillars of his andragogical model. These are as follows (Knowles, 1990; p. 57-63):

1. **The need to know.** – Adults need to know why they learn something before undertaking to learn it. Facilitators can make an intellectual case for the value of learning in improving the effectiveness of the learner's performance or the quality of their lives. (e.g. personnel appraisal systems, job rotations, exposure to role models)
2. **The learner's self concept.** – Adults have a selfconcept of being responsible for their own decisions, for their own lives. Once they have arrived at that selfconcept they develop a deep psychological need to be seen by others and treated by others as being capable of selfdirection.

The problem occurs when we start treating them like children, for then we create a conflict within them between their intellectual model learner equals independent and the deeper, perhaps subconscious psychological need to be selfdirecting.

3. The role of learner's experience. – Adults come into an educational activity with both a greater volume and a different quality of experience from youths. This has several consequences for adult education. For one, it assures that in any group of adults there will be a wider range of individual differences than in the case with a group of youths. Any group of adults will be more heterogeneous in terms of background, learning styles, motivation, than is true for a group of youths. For another, it means that for many kinds of learning the richest resources for learning reside in the adult learners themselves. There is another reason for emphasizing the experience of learners; it has to do with learners' selfidentity. Young children derive their selfidentity largely from external definers; to adults their experience is who they are.

4. Readiness to learn. – Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their reallife situations.

5. Orientation to learning. – In contrast to children and youths, adults are lifecentered (or taskcentered or problemcentered) in their orientation to learning. Adults are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with problems that they confront in their life situations. Furthermore, they learn new knowledge, skills, values, and attitudes most effectively when they are presented in the context of application to reallife situations.

6. Motivation. – Even though some external motivators (jobs, promotions, higher salary) are not negligible triggers for studying, the most potent motivators are INTERNAL PRESSURES (job satisfaction, selfesteem, quality of life etc.)

Supporting the assignment above, Daugherty (1994, p. 1), an education methods specialist of Oklahoma State university, outlines the following five areas in which adults and youth language learners tend to differ:

1. Self-concept (including physical ability);
2. Life experiences;
3. Readiness to learn;
4. Concept of time;
5. Motivation.

1.1.2. Psychological and Social Factors of Learning

1.1.2.1. Psychological Factors

In seeking to explain why people enjoy different degrees of success in second language learning (given similar opportunities), we were long accustomed to thinking almost exclusively language learning than others. The research of Robert Gardner and Wallace Lambert (1972) made us broaden our view, by demonstrating that attitudes and motivation were equally important. Since then, research and experience have revealed a large number of other psychological factors that might influence the course of learning.

Since we understand so little about these factors, we must be careful not to draw premature or unrealistic conclusions for teaching. For example, there may well come a time when we can assess a student's personality or cognitive style and assign him to a suitable teacher or method on the basis of this assessment. However, this time does not seem about to arrive in the near future. For example:

1. Language learning is a natural response to communicative needs (productive and/or receptive). Therefore, we should try to ensure that learners are always aware of them to relate the language to the social contexts in which it is spoken; we should create communicative contexts in the classroom; learners should be helped to use the language for expressing their own personal needs and their own personality; and when possible, we should arrange contacts with native speakers.
2. In most situations, learning occurs more easily if there are positive attitudes towards the second language community. We should therefore try to break down any prejudices towards this community and help learners to perceive the common interests that link its members with themselves. This may be helped by suitable teaching materials and, again, personal contact with native speakers.
3. For many foreign language learners, their first visit to the foreign country creates a sense of inadequacy and anxiety (so-called 'culture shock'). They need to be

prepared for this first contact as thoroughly as possible, with knowledge and coping strategies for everyday situations.

4. In the classroom, anxiety can hinder learning and make learners reluctant to express themselves through the second language. We should therefore avoid becoming over-critical of their performance, try to create space for each learner's individuality to express itself, and work to produce a relaxed classroom atmosphere with co-operative relationships.
5. Successful learners often adopt certain identifiable learning strategies, such as seeking out practice opportunities or mouthing the answers to questions put to other learners. We can encourage all learners to adopt such strategies.

These five points are intended only as examples, not as a systematic account, of how teaching might be affected by an awareness of psychological factors. Individual teachers will reach other conclusions and decide how they might be implemented. In some cases, this may be through definite procedures (e.g. selecting language relevant to needs of arranging activities which involve co-operation). In other cases, it may be through less tangible modifications of attitude (e.g. to errors) or of emphasis (e.g. on the learners' initiative rather than the teacher's control).

(from Littlewood, 1991, pp. 97-98.)

1.1.2.2.Social Factors

1.1.2.2.1.Self-directing

According to Knowles a „prime characteristic of adulthood is the need and capacity to be self-directing“. In other words, adults will, to some extent „direct“ their own learning preferences and take responsibility for their own learning progress.

Adult learners are also psychologically vulnerable, because they are adults, and have already formed a strong sense of who they are. Adults already know at least one language well, and that language is an essential part of their personality. They have a great deal incorporated in their identity as proficient speakers of their mother tongue. Connecting to this, in her study Trosset (in Celce-Murcia, 2001, p.387) also found, that the „ process of learning a new language temporarily takes away people's ability to talk, and the resultant sense of inadequacy leads them to experience shame.“ She points out that „speech is an accomplishment of an ego...Acquiring a new language in adult life is an anachronism and many people cannot easily tolerate the infantile situation.“ (Ibid.,

p.387) Brown (2000, p. 131-132) also emphasizes that some adult learners by not being able to communicate in a foreign language at an adequate level may „fear a loss of their identity.“ As Trosset notes, many of the adult learners she observed experienced „not only a sense of inadequacy, but also fear of failure as well as fear of success, all of which seemed to be associated with feelings of shame.“ (Celce-Murcia, 2001, p.387)

1.1.2.2.2. Confidence

Adult learners also bring many other personal characteristics into the classroom, perhaps the most important of which is confidence or the lack thereof. Confidence can be included among good learner features together with areas such as: positive task orientation, goal orientation, ego involvement and perseverance. (Harmer, 2001, p.42) On the other hand, „many adult learners worry that their intellectual powers may be diminishing with age“ (Harmer, 2007, p.151). Adults may experience one or more barriers to learning which can finally lead to lack of confidence. Barriers to learning can be mental or emotional, such as: having unrealistic goals, needing to unlearn outdated information or, ineffective habits. Other barriers to learning can be physical, for example: diminished vision or hearing, restricted mobility or health issues that reduce concentration.

Marilyn K. Leismester, in her research study lists the most significant barriers to learning a new language as an adult which may certainly influence the learner's confidence.

According to her, these are:

Situational barriers – time, cost, responsibilities.

Institutional barriers – scheduling, admission.

Dispositional barriers – fears, low self-esteem, low motivation.

When teachers understand adult learners and develop educational strategies consistent with those characteristics, then adult learners can participate openly, confidently, take appropriate risk, enjoy and apply learning.

1.1.2.2.3. Motivation

Because adults are most often voluntary learners, they have a desire to learn, they know what their goals are and what they want to get out of it.

Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learner. Those who learn for their self-perceived needs and goals are intrinsically

motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated. While it may be relatively simple to be extrinsically motivated, sustaining that motivation can be more problematic. Many adults are able to sustain a level of motivation by holding on to a distant goal. In addition to being responsible and self-directed, adult learners are usually more focused and they have a longer concentration span. They are often prepared to struggle on despite boredom. (Harmer, 2007, p.20, 2001, p.40)

Lieb in his discourse on adult learners names at least six areas which could serve as sources of motivation for adult learning:

Social relationships: to meet a need for associations and friendships.

External expectations: to fulfill the expectations or recommendations of someone with formal authority.

Social welfare: to improve ability to serve mankind.

Personal advancement: to achieve higher status in a job, Professional advancement.

Escape/Stimulation: to provide a break in the routine of home or work.

Cognitive interest: to learn for the sake of learning, seek knowledge for its own sake.

According to Diane Kelly, there are four major reasons that can motivate adults when learning a new language. They are:

1. „Second-Chance“ Students – did not have opportunity when they were younger.
2. Career-Related Reasons – advancement, career change, full-time work.
3. Work-Related Reasons – update skills for current job, keep up-to-date.
4. Personal Fulfillment – self-esteem. Social reasons, personal interest.

Arthur and Hurd (2002, p.6) divide motivation into three broad categories. Accordingly, adult language learners can be one of the following:

- a) **goal-orientated** – they are learning to gain specific objectives; they have a fairly clear-cut purpose in attending a class. (e.g. work-related reasons, preparing for an examination)
- b) **activity-orientated** – they are interested in the activity itself; they like sharing learning and being members of a group. (e.g. language learning as a sense of challenge)

c) **learning-orientated** – they are interested in learning for its own sake; they have fundamental desire to know and to grow through learning. (e.g. enjoying the intellectual stimulation a foreign language course offers)

Of course, it needs to be remembered, though, that these are not finite categories but overlapping ones.

1.1.2.2.4.Experience

Adults differ from children or young learners in that they bring a great deal of life experience to the classroom. Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Usually, they have born and brought up children, earned a living, survived political changes or economical crisis, and last but not least they have previous educational experience and background. Because all these facts influence the adult learning process, a conscious language teacher has to be aware of them and respect them when teaching adults.

1.2.Teaching Strategies for Adult Learners

People learn in different way for example some of them enjoy listening or reading, others learn through association making, and others prefer discussing on a certain topic. Some students prefer learning by rote, while other learners find more attractive learning by doing. It leads to the assumption that in any group of learners, either young or mature, a variety of learning strategies is helpful. Therefore, if we want to make the language learning more efficient, we should adapt our teaching strategies to the needs of the learners'. If we can do this we will be closer to learners and more successful as teachers.

1.2.1.Strategies for Adult Learners

Adult classes contain a wide range of students. Different students, different characteristics, different age, different life experiences, different educational backgrounds, different abilities, different social status etc. All these factors influence the class work, and because „different students have different characteristics, the way we teach them will differ too.“ (Harmer, 2007, p.15) Just to sum up the main characteristics, adult learners have wider range of experience, they are more disciplined and they often have clear long-term learning goals than younger students do.

„It does not automatically mean that adult language learners are entirely problem-free learners“. (Harmer, 2001, p.40)

Learners learn in different learning styles. Some of them want a formal teacher centred approach, many of them want to understand ever single word. Someone is especially interested in grammar and rules. Others seem to learn implicitly, without having everything explained. Somebody has to write everything down, while others do not need to take any notes. Some students prefer working in pairs or groups while others prefer individual work. Adults have their own learning habits and styles and it is quite difficult to change them. Different students respond to different stimuli. According to this, we can distinguish the following learner types:

Those who are especially influenced by visual stimuli, are likely to remember things if they see them. Other students are primarily affected by auditory input and respond very well to things they hear. Some students learn best through kinaesthetic activities, involving moving in a learning process. (Hamer, 2007, p.16)

Gadušová and Hartánská (2003, p. 210) in their discourse made classification of adult learners according to their – either conscious or unconscious – learning styles:

1. **Theoreticians** – learners who are independent and confident in their own abilities. They prefer self-study beyond the class. They tend to be over analytic-pragmatics able to impose their own structures on learning.

2. The next group is represented by learners who enjoy class work managed by a teacher.

This group of learners can be further divided into two subgroups:

a) The first subgroup encloses those learners who emphasize „learning about language“ instead of „using“ it. They tend to be extremely dependent on their teacher, that is why they prefer and appreciate well-organized teachers. In other words, they are happy to learn in a non-communicative language learning environment.

b) In the second subgroup there are those learners who are interested in language as a means of communication rather than language as a system. They prefer learning from direct experience through language games and groupwork.

Practitioners – because they prefer social aspect of learning, they are not afraid to use the language in social interaction beyond the classroom. They are confident enough to take a risk to experiment with the language without the leadership of a teacher.

It is obvious, that in one classroom there is a number of different individuals with different learning styles and preferences. Experienced teachers should know this and try to „offer a wide range of different activity types in order to cater for individual differences and needs.“ (Harmer, 2007, p.16)

1.3.The Teacher´s Role

The teacher´s role is very important for adult teaching. The way the teacher behaves in different kinds of activities will change according to the nature of the activities.

Perhaps the most important distinction to be drawn here is between the roles of controller and facilitator, since these two concepts represent opposite ends of a cline of control and freedom. A controller stands at the front of the class like a puppet-master or mistress controlling everything: a facilitator maintains a low profile in order to make the students´ own achievement of a task possible. We will represent these extremes in the following way.

Controlling_____Facilitate

We will indicate where the different roles we are about to discuss can be placed on this cline. We will examine the roles of controller, assessor, organiser, prompter, participant, resource, tutor and investigator.

1. The teacher as controller

As we have said, teachers as controllers are in complete charge of the class. They control not only what the students do, but also when they speak and what language they use. On our diagram this role is placed at the extreme end of the cline:

Controlling_x_____Facilitate

Certain stages of a lesson lend themselves to this role very well. The introduction of new language, where it makes use of accurate reproduction and drilling techniques, needs to be carefully organised. Thus the instruct-cue-nominate cycle is the perfect example of the teacher acting as controller. All attention is focused on the front of the class, and the students are all working to the same beat.

The teacher as controller is closely allied to the image that teachers project of themselves. Some appear to be natural leaders and performers, while some are quieter and feel happier when students are interacting amongst themselves. Where teachers are addicted to being the centre of attention they tend to find it difficult not to perform the controlling role and this has both advantages and disadvantages.

We can all recall teachers in our past who were able to inspire us. Frequently this was because they possessed a certain indefinable quality which attracted and motivated us. Frequently, too, it was because they had interesting things to say and do which held our attention and enthusiasm. The same is true in language classes. Some teachers have a gift of inspiring and motivating us even though they never seem to relax their control. And at their best teachers who are able to mix the controlling role with a good 'performance' are extremely enjoyable to be taught by or observed.

When teachers are acting as controllers, they tend to do a lot of the talking, and whilst we may feel uneasy about the effect this has on the possibilities for student talking time it should be remembered that it is frequently the teacher, talking at the students' level of comprehension, who is the most important source they have for roughly-tuned comprehensible input.

We should not let these advantages fool us, however, into accepting the controller role as the only one that the teacher has. It is vital that control should be relaxed if students are to be allowed a chance to learn (rather than be taught). Even during immediate creativity teachers will have begun to relax their grip, and during communicative speaking and writing their role must be fundamentally different, otherwise the students will not have a chance to participate properly.

2. The teacher as assessor

Clearly a major part of the teacher's job is to assess the students' work, to see how well they are performing or how well they performed. Not only is this important pedagogically, but the students quite naturally expect it, even after communicative activities.

We must make a difference between two types of assessment: correction and organising feedback.

During an accurate reproduction stage, where the teachers is totally in control, student error and mistake will be corrected almost instantly. The teacher's function, we have suggested, is to show where incorrectness occurs and help the student to see what has gone wrong so that it can be put right.

A slightly less formal style of correction can occur where students are involved in immediate creativity or in doing a drill-type activity in pairs (asking and answering set questions, for example). Teachers will still want to correct, but we have suggested that such correction will be 'gentle'. Gentle correction involves showing students that a mistake has been made but not making a big fuss about it. Whereas, in the accurate reproduction stage, we insist on students saying the sentence, phrase or word correctly once they have been told about their mistake, with gentle correction the teachers says things like 'Well that's not quite right... we don't say „he goed...“, we say „went“. The important point is that nothing more happens. The student doesn't have to repeat his or her sentence correctly; it is enough that a mistake has been acknowledged. This kind of gentle correction, used in the right way, will not seriously damage the atmosphere of pairwork or freer conversation. We can represent these two kinds of correction in the following way on our cline:

correction

Controlling _____ x _____ Facilitate

Organising feedback occurs when students have performed some kind of task, and the intention of this kind of assessment is for them to see the extent of their success or failure and to be given ideas as to how their (language) problems might be solved.

We must make a distinction between two different kinds of feedback. Content feedback concerns an assessment of how well the students performed the activity as an activity rather than as a language exercise. Thus, when students have completed a role play the teacher first discusses with the students the reasons for their decisions in the simulation. In the travel agent activity teacher and students discuss why the pairs chose a particular hotel and if it was the most sensible choice. In other words, where students are asked to perform a task it is their ability to perform that task which should be the focus of the

first feedback session. If the teacher merely concentrates on the correctness of the students' language then they will conclude that the task itself was unimportant.

From feedback, on the other hand, does tell the students how well they have performed linguistically, how accurate they have been. When students are involved in a communicative activity the teacher will record the errors that are made so that they can be brought to the students' attention after whatever content feedback is appropriate.

Two final points need to be made. Firstly it is important to stress again that feedback does not just include corecting language mistakes. It also means reacting to the subject and content of an activity. Secondly we have been discussing errors and mistakes, but feedback also means telling students what 'went right'. Where they have achieved a successful outcome, or where they have used goog and appropriate language, they need to betold this.

3. The teacher as organiser

Perhaps the most important and difficult role tha teacher has to play is that of organiser. The success of many activities depends on good organisation and on the students knowing exactly what they are to do. Alot of time can be wasted if the teacher omits to give students vital informaton or issues conflicting and confusing instructions.

The main aim of the teacher when organising an activity is to tell the students what they are going to talk about (or write or read about), give clear instructions about what exactly their task is, get the activity going, and then organise feedback when it is over. This sounds remarkably easy, but can be disastrous if teachers have not thought out exactly what they are going to sax beforehand.

Certain things should definitely not be done when organising an activity: teachers should never, for example, assume that students have understood the instructions. It is always wise to check that they have grasped what they have to do, and where possible, the students' native language can be used for this. Teachers should never issue unclear instructions; it iswise to plan out what you are going to say beforehand and then say ti clearly and concisely. In lower level classes with monolingual groups, the students' language could be used for this if absolutely necessary. It is essential for the teacher to plan exactly what information the students will need. For example, if an information gap exercise is being udes students must be told not to look at each other's material. If they do the exercise will be ruined. If students are reading for specific information they must clearly understand that they are not to tray to understand everything, but only read

to get the answer to certain questions. If they do not understand this a lot of the point of the exercise will be lost. Lastly teachers must be careful about when they get students to look at the material they will be using for the activity. If they hand out material and then try to give instructions they will find that the students are looking at the material and not listening to the instructions!

The organization of an activity can be divided into three main parts. In the first the teacher gives a lead-in. Like the lead-in for presentation or for the treatment of receptive skills this will probably take the form of an introduction to the subject or a familiarisation with the topic. The teacher and students may briefly discuss the topic in order to start thinking about it.

When the lead-in stage has been accomplished the teacher instructs. This is where the students are told exactly what they should do. The teacher may tell the students they are going to work in pairs and then designate one member of each pair as A and the other as B. In the 'describe and draw' example the teacher then gives each student A a picture and says, 'Do not show this picture to B until the end of the game. When all the A students have their pictures the teacher says, 'I want all the B students to draw the same picture as the one A has. A will give you instructions and you may ask questions. You must not look at A's picture until the game is complete.' At this stage, particularly in a monolingual class, it may be a good idea to get a translation of these instructions to make sure the students have understood. In certain cases the teacher may well organise a demonstration of the activity before giving instructions.

Finally the teacher initiates the activity. A final check is given that students have understood, e.g. 'Has anyone got any questions... no? ... good. Then off you go!' The teacher may ask the students to see if they can be the first to finish, thus adding a competitive element which is often highly motivating.

The lead-in - - - instruct (demonstrate) - - - initiate - - - organise feedback sequence can almost always be followed when the teacher is setting up activities – when the teacher is acting as organiser. For the sequence to have the right effect the teacher must remember to work out carefully what instruction to give and what the key concepts for the activity are. The job is then to organise the activity as efficiently as possible, frequently checking that the students have understood. Once the activity has started the teacher will not intervene (where pair/groupwork is being used) unless it is to use gentle correction or to prompt. The teacher's role as organiser goes on our cline in the following way:

Controlling_____x_____Facilitate

4. The teacher as prompter

Often the teacher needs to encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a selence or when they are confused about what to do next. This is oneof the teacher’s important roles, the role of prompter.

The role of prompter has to be performed with discretion for if teachers are too aggressive they start to take over from the students, whereas the idea is that they should be helping them only when it is necessary. The teacher’s role as prompter goes on our cline in the following way:

Controlling_____x_____Facilitate

5. The teacher as participant

There is no reason why the teacher should not participate as an aual in an activity especially where activities like simulations are taking place. Clearly on a lot of occasions it will be difficult for us to do so as equals.

The danger is that the teacher will tend to dominate, and the students will both allow and expect this to happen. It will be up to the teacher to make sure it does not.

Teachers should not be afreid to participate since not only will it probably improve the atmosphere in the class, but it will also ive the students a chance to practise English with someone who speaks it better than they do. The teacher’s role as participant goes on our cline in the following way:

Controlling_____x_____Facilitate

6. The teacher as a resource

We have stressed the importance of teacher non-intervention where a genuinely communicative activity is taking place in the classroom and this means that the teacher is left, to some extent, with nothing to do. There are still two very important roles, however. One is to be aware of what is going on as an assessor – although discreetly – and the other is to be a kind of walking resource centre. In other words the teacher should always be ready to offer help if it is needed. After all we have the language that the students may be missing, and this is especially true if the students are involved in some kind of writing task. Thus we make ourselves available so that students can consult us when (and only when) they wish. The teacher's role as resource goes on our cline in the following way:

Controlling _____ x Facilitate

7. The teacher as tutor

We can talk about the teacher as a tutor in the sense of someone who acts as a coach and as a resource where students are involved in their own work, and call upon the teacher mainly for advice and guidance. This is the role the teacher adopts where students are involved in self-study or where they are doing project work of their own choosing. The teacher will be able to help them clarify ideas and limit the task, for example; the teacher can help them by pointing out errors in rough drafts; the teacher can also offer the students advice about how to get the most out of their learning and what to do if they want to study more.

This tutorial role is often appropriate at intermediate and advanced levels. It is a broader role than the others we have mentioned since it incorporates parts of some of the other roles, i.e. organiser, prompter and resource. It is, nevertheless, a facilitative role and therefore occurs to the right on our diagram:

Controlling _____ x Facilitate

8. The teacher as investigator

All the roles we have mentioned so far have had to do with the teacher's behaviour as it relates to the students. But teachers themselves will want to develop their own skills and they will hope for a gradually deepening insight into the best ways to foster language learning.

Of course it is possible to go on teacher training courses and to attend teachers' seminars. These will certainly help teachers to come across new ideas and keep abreast of what is happening. But teachers can develop by themselves or with colleagues, too. The best way to do this is by investigating what is going on, observing what Works well in class and what does not, trying out new techniques and activities and evaluating their appropriacy.

Teachers who do not investigate the efficiency of new methods and who do not actively seek their own personal and Professional development may find the job of teaching becoming increasingly monotonous. Teachers who constantly seek to enrich their understanding of what learning is all about and what Works well, on the other hand, will find the teaching of English constantly rewarding.

(from Harmer, 1991, pp. 235-243.)

As we can see there is a wide range of teacher roles a teacher can join from. Hence, a good teacher needs to be able to switch between the various roles judging when it is appropriate to use one or another of them and then he/she needs to be aware of how to carry out the chosen role and how to perform it.

When teaching adults it is important to know how adults learn, what their requirements on the lesson and on the teacher are. According to Diane Kelly (2007, p.3-4) an expert on teaching strategies for adult learners, adults prefer teachers who:

- Are content experts who have first-hand experience in the subject.
- Provide relevance.
- Are well-organized with a well-planned course.
- Don't waste time.
- State clear learning goals for the class as well as specific objectives for each lesson.

- Are willing to modify or add to the learning goals based on the needs and interests of the learners.
- Use active learning and problem solving techniques.
- Encourage self-directed learning, while recognizing individual learning development.
- Give feedback in a non-threatening manner.

It is very appropriate to finish this characteristics of adult learning process by this (Knowles, 1990; p 54) „The pedagogical model assigns to the teacher full responsibility for making all decisions about what will be learned, how it will be learned, when it will be learned, and if it has been learned.“

Following this assumption, which obviously demonstrates teacher centered education, Knowles outlines some of major characteristics of children as learners (1990, p.55) e.g. learner’s limited experience, motivation which is derived from external sources, learner’s personality dependent on the teacher etc. This distinctiveness of a child learner constitutes the opening points for his theory that adult learners are in all a forementioned respects different and therefore, require a different approach to teaching.

1.4.Principles of teaching foreign language

This chapter contains very important principles for our diploma work. We will try to introduce a principle and its importance for teaching.

According to (Rogova 1983) principle is defined as a guide to action, in our case to teaching. Methodology of teaching English is based on the fundamental principles of Didactics. They are the following: scientific approach in teaching, accessibility, durability, conscious approach, activity, visualization and individual approach to instruction, systematic practice. Except for the basic didactic principles Methodology of teaching English uses specific principles that are applied in teaching a foreign language. Let’s consider them.

Since the aim of teaching English at school is to teach the pupils how to use the target language for communicative needs, one of the main methodological principles is the principle of communicative approach. It means that the pupils should be involved in oral and written communication throughout the whole course of learning English.

There are four types of language activities to be developed in pupils: **listening**, **speaking**, **reading**, and **writing**. Each language activity has its own set of actions that are characteristic of this activity, thus special exercises are needed which should be adequate to each activity. So in teaching a particular language activity the teacher faces specific problems that should be solved since the development of each activity requires certain techniques and exercises. This is the application of the principle of a differential approach in teaching English, i.e. each language activity requires special attention on the part of the teacher.

The principle of an integrated approach is another methodological principle. Pupils do not assimilate sounds, grammar units, lexical items as discrete components of the language, but they acquire them in sentence-patterns, pattern-dialogues related to certain situations. Pupils should use their skills in the four language activities as interdependent parts of their language experience.

The principle of durability implies the ability of a pupil to keep in his memory linguistic and language material he learns of ready access, i.e. the pupil can use units of the language whenever he needs them for oral or written communication. The durability is ensured: - by vivid presentation of material; - by constant revision and drills; - by the use of the material on the part of the learner for communicative needs; - by systematic control; - by constant supervision of pupil's habits and skills on the part of the teacher.

Rogova G. V. Methods of Teaching English.- Moscow <Prosvetschenie>, 1983.

1.5.Reasons why adults learn English

We wanted to place these reasons to our work because of their importance for our research. We will understand better adults' needs when we find their reasons why they learn and want to learn foreign language. As you see results are very surprising and interesting. According to these reasons teachers and lecturers can conform their teaching strategies and other important parts of teaching.

English is spoken as a first language by about 375 million, as a second language by as many people and as a foreign language by around 750 million. It has official or special

status in at least 70 countries and is being learned by about a billion people. These numbers alone make English important to learn.

Many adults across the world already speak English; however, there are many adults out there who would like to learn or who should learn. No matter what you plan to do with the language skills, learning English as an adult can be a very important step in your life. Sure, it will take a bit of work on your part, but in the end you will find that the work was well worth it. So, let's take a closer look at why you should learn English as an adult.

Reasons to Learn English as an Adult

First of all, it is important that you take a look at all the great reasons to learn English as an adult. You may not actually realize how important learning English can be for you. The following are just a few of the reasons that you should consider learning English as an adult.

1.Travel Opportunities - One excellent reason for adults to learn English is because of travel opportunities. Many people decide to take vacations in countries that speak English and it can be difficult to get around in a foreign country if you don't know the language of the country. Learning English is an excellent idea if you plan on doing any traveling at all in English speaking countries. You'll find that your trip is more exciting and fun if you are able to speak the language of the country. So, if you want to enjoy travel opportunities to countries that speak English, consider learning English before you go.

2.Enhance Your Career - Not only is learning English as an adult a great idea that will help you as your travel, but it is also a great way to enhance your career. There are many companies that are always looking for employees that can speak English. So, being able to speak the English language is a great selling point when you are applying for a job. As the job market becomes more globalized, it will continue to become more important to be able to speak English, so start working on learning the language now.

3. Teach Your Children - If you cannot speak English yourself, it will be hard to teach your children the language and even harder to teach them why it is so important that they learn. Once you are able to learn English you'll have the ability to pass on your knowledge of their language to your children so they can learn while they are still young.

4. Keep Your Mind Working - Keeping your mind healthy is important and you should always be learning to keep your mind active. Learning English as an adult can help you keep your mind in good shape and it has actually been proven that engaging in activities such as learning a language can actually reduce your risk of having problems like Alzheimer's disease.

5. Much of the world's movies, music and books is in English. You can experience this media first-hand without an imperfect translation getting in the way.

In today's world, hundreds of millions of people want to learn English. Most of them sign up for English classes. Unfortunately, typical English classes are not an effective way to learn English. They produce very slow progress, especially after you reach the intermediate level. Most learners, after years of attending classes, cannot speak English without making a lot of mistakes in grammar, vocabulary and pronunciation.

From Knowles, S. Malcolm (1990).

1.6. Traditional methods of teaching foreign language

In this chapter we focus on traditional methods, their advantages, disadvantages and features. These methods we mention here are used at teaching process at various schools. It is very difficult to judge the methods but we can try to understand them better.

What is a method?

The word 'method' means different things to different people. Some educationists consider only the classroom technique as method whereas others interpret as a selection and gradation of material to be taught. According to Mackey 'a method determines what and how much is taught (selection), the order in which it is taught (gradation), how the meaning and form are conveyed (presentation) and what is done to

make the use of language (repetition). Thus a method deals with selection, gradation, presentation and repetition of items to be taught.

1.6.1.The Grammar Translation Method

The Grammar Translation Method is the oldest method of teaching in India. It is as old as the introduction of English in the country. A number of methods and techniques have been evolved for the teaching of English and also other foreign languages in the recent past, yet this method is still in use in many part of India. It maintains the mother tongue of the learner as the reference particularly in the process of learning the second/foreign languages. The main principles on which the Grammar Translation Method is based are the following:

- (i) Translation interprets the words and phrases of the foreign languages in the best possible manner.
- (ii) The phraseology and the idiom of the target language can best be assimilated in the process of interpretation.
- (iii) The structures of the foreign languages are best learnt when compared and contrast with those of mother tongue.

In this method, while teaching the text book the teacher translates every word, phrase from English into the mother tongue of learners. Further, students are required to translate sentences from their mother tongue into English. These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of the target language with the mother tongue gives an insight into the structure not only of the foreign language but also of the mother tongue.

Advantages:

1. The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some short of accuracy in understanding synonyms in the source language and the target language.

2. Teacher's labour is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Pupils will not have much difficulty in responding to questions on the mother tongue. So, the teacher can easily assess whether the students have learnt what he has taught them. Communication between the teacher and the learners does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.

Disadvantages:

1. It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way how the child learns his mother tongue in natural surroundings. But in the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses problems.

2. Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating through English. It has been observed that in a class, which is taught English through this method, learners listen to the mother tongue more than that to the second/foreign language. Since language learning involves habit formation such students fail to acquire habit of speaking English. Thus, they have to pay a heavy price for being taught through this method.

3. Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behaviour of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For instance, the meaning of the English word 'table' does not fit in such expression as the 'table of contents', 'table of figures', 'multiplication table', 'time table' and 'table the resolution', etc. English prepositions are also difficult to translate. Consider sentences such as 'We see with our eyes', 'Bombay is far from Delhi', 'He died of cholera', 'He succeeded through hard work'. In these sentences 'with', 'from', 'of', 'through' can be translated into the Hindi preposition 'se' and vice versa. Each language has its own

structure, idiom and usage, which do not have their exact counterparts in another language. Thus, translation should be considered an index of one's proficiency in a language.

4. It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign entirely by rule is quite impossible. Language learning means acquiring certain skills, which can be learnt through practice and not by just memorizing rules. The persons who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language. They, therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy.

1.6.2. The Direct Method

The Direct Method was the outcome of a reaction against the Grammar Translation Method. It was based on the assumption that the learner of a foreign language should think directly in the target language. According to this method, English is taught through English. The learner learns the target language through discussion, conversation and reading in the second language. It does not take recourse to translation and foreign grammar. The first verses are taught while pointing to objects or pictures or by performing actions. According to H.G. Palmer, The Direct Method has the following:

1. Translation in every shape or form is banished from the classroom including the use of the mother tongue and that of the bilingual dictionary.
2. Grammar, when it is taught, is taught inductively.
3. Oral teaching precedes any form of reading and writing.
4. The use of disconnected sentences is replaced by the use of connected texts.
5. Pronunciation is taught systematically in accordance with the principles of phonetics and phonology of the target language.
6. The meanings of words and forms are taught by means of object or natural context.

7. The vocabulary and structure of the language are inculcated to a large extent by the teacher and answered by students.

Aims:

The Direct Method aims at establishing the direct bond between thought and expressions and between experience and language. It is based on the assumption that the learner should experience the new language in the same way as he experienced his mother tongue. In the Grammar Translation Method, the foreign concept or idea is first translated into the mother tongue and then understood. But in the Direct Method the intervention of the mother tongue is done away with the learner understands what he reads or hears in the second or foreign language without thinking of the mother tongue equivalence. Likewise, he speaks or writes the foreign language without the need of translating his thought or idea from the mother tongue into the second/foreign language. He acquires, what Champion calls that instinctive, unerring language sense which we all possess in variant degree in the mother tongue, and which superseding all rules, grammar and dictionaries, resting at bottom on the direct association between experience and expression, is the only sure guide in the use of language.

Principles:

1. Oral Training

The direct Method emphasizes the value of oral training in learning a foreign language. The pupil is given sufficient practice in listening to the language and then speaking it. It also lays emphasis on the knowledge of phonetics so that the learner may be able to acquire intelligible pronunciation. Oral training helps in establishing direct association between the words of the foreign language and the ideas for which they stand.

2. Inhibition of the Mother Tongue

Another way of securing bond between experience and expression is to inhibit the use of the mother tongue. Pupils are taught new words by actually showing them the objects for which they stand or performing actions or by suitable illustration in context. This enables them to think in English and respond directly in English.

3. Sentence is the Unit of Speech

Therefore, the teaching of a language starts with the teaching of sentence patterns rather than individual words. This enables the learner to internalize the structure of the target language. New vocabulary items are introduced gradually based on the principle of selection and gradation. They are taught through material association, explanation or use in suitable context.

4. Inductive Teaching of Grammar

In the direct method, grammar of the target language is not taught for its own sake. It is a means to an end. Its aim is to enable the learner to correct errors in his speech and writing. Grammar is taught inductively. It may be pertinent to point out here that in the Direct Method also lessons are prepared by the teacher or the author of textbooks according to some grammatical plan. The quantum of exposure to the language enables the learner to form his own hypothesis and rules of the language.

Advantages:

1. It is a natural method.

It teaches the second/foreign language in the same way as one learns one's mother tongue. The language is taught through demonstration and conversation in context. Pupils, therefore, acquire fluency in speech. They are quick at understanding spoken English. They can converse in English with felicity and ease.

2. No gap between active and passive vocabulary.

This method does not differentiate between active and passive vocabularies. According to this method whatever is required for understanding through English is also required for expressing through it. If English is taught through the mother tongue, the gulf between the active and passive vocabularies is widened. The learner acquires more of passive vocabulary because he concentrates on understanding English rather than expressing through it.

3. This method is based on sound principles of education.

It believes in introducing the particular before general, concrete before abstract and practice before theory.

Defects:

1. There are educationists, who hold the view that the Direct Method does not take into account all aspects of language teaching. Dr. Michael West considers that the best thing about this method is that it links the foreign word with idea that it represents. Hence, instead of being called a Direct Method it should be called a Direct Principle.

2. Not Comprehensive

Language learning involves acquisition of skills – listening, speaking, reading and writing. The Direct Method concentrates on listening and speaking but not reading and writing. That is why many of those who have learned English through the Direct Method feel that they do not get adequate command over written language.

The Audio-Lingual method of teaching had its origins during World War II when it became known as the Army method. It is also called the Aural oral approach. It is based on the structural view of language and the behaviorist theory of language learning.

The audiolingual approach to language teaching has a lot of similarities with the direct method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audiolingual approach focuses on grammar drills.

The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure, or grammar was the starting point for the student. Here are some characteristics of the method:

- language learning is habit-formation,
- mistakes are bad and should be avoided, as they are considered bad habits,
- language skills are learned more effectively if they are presented orally first, then in written form,
- analogy is a better foundation for language learning than analysis,
- the meanings of words can be learned only in a linguistic and cultural context.

The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

Advantages:

1. It aims at developing listening and speaking skills which is a step away from the Grammar translation method.
2. The use of visual aids has proven its effectiveness in vocabulary teaching.

Disadvantages

1. The method is based on false assumptions about language. The study of language doesn't amount to studying the "parole", the observable data. Mastering a language relies on acquiring the rules underlying language performance. That is, the linguistic, sociolinguistic, and discourse competences.
2. The behaviorist approach to learning is now discredited. Many scholars have proven its weakness. Noam Chomsky ("Chomsky, Noam (1959). "A Review of B. F. Skinner's Verbal Behavior") has written a strong criticism of the principles of the theory.

1.6.3.The Communicative Teaching Method

The "communicative approach to the teaching of foreign languages" — also known as Communicative Language Teaching (CLT) or the "communicative approach" — emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful.

Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

Over the last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner's authentic needs to communicate information and ideas.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In *Communicative Language Teaching* (1991), expert David Nunan lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

1.7. The Callan Method

(Callan 2007) The Callan Method Organisation, after many years of experimentation, intensive research and development, has now changed all this by producing a method that reduces studying time to a quarter of the usual time, also making it possible for virtually anyone to learn the language.

The result is guaranteed no matter what happens. The most important point for the student to remember is that although he might find it difficult to understand how the Callan Method works, it will always obtain him the guaranteed result.

No preconceived ideas. The student is asked to clear his mind of all preconceived ideas of how English should be taught if he wishes to enjoy the full benefit of the Callan Method. Do not puzzle over the Method. Accept everything passively and open-mindedly, and exactly as the teacher and the school ask. Then judge by results.

As the Callan Method is a new invention, the student is asked not to puzzle over how it works. If he does, he is in danger of drawing the wrong conclusions. It would take a whole book to explain exactly how the Method works. The student should therefore just sit back and relax, and let the school get him the guaranteed result.

1.7.1.The initial shock

Some students on first being introduced to the Callan Method tend to panic. They find everything strange and intimidating. They think they will never be able to master the speed at which the lesson is given. If, however, they persevere and revise for a few lessons, they soon realize that it is all quite easy and enjoyable, and that anyone can do it.

Also, when first experiencing the Callan Method, some students conclude that they prefer the old ways of learning. What they have to decide, therefore, is whether they also prefer to take four times longer to learn, and pay four times as much. The secret of success in learning a language is to repeat, repeat and repeat. The most important point for the student to understand when learning a language is the need for constant repetition; and by repetition is also meant revision.

1.7.2.Conditional reflex

Learning a language, like learning to type or play the piano, is principally a question of developing a quick reflex.

1.7.3.Do not think

A language reflex comes from the speech organs, not from the brain. The student must therefore learn to speak without thinking; there is no time to think. A pianist does not have time to think where to put his fingers when he plays. If he stopped to think, he would be lost. In the same way, if people stopped to think where to put their feet when running downstairs, they would fall.

1.7.4.Mechanical repetition

A quick reflex can only be developed by mechanical repetition. Everything has to be repeated and revised over and over again until the reflex can be performed automatically without thinking.

1.7.5.Follow your teacher's advice

As a customer at a private school, the student is king; but as a student, he must do as his teacher asks. If the teacher thinks he should go back and study the same book again in order to revise more the work taught in the course, the student should accept his decision. If he does not he will not obtain the guaranteed result.

1.7.6.Speed is essential

English is generally spoken as a rate of 150-180 words a minute. With other teaching methods, the teacher speaks much more slowly than this (usually at a rate of about 100-120 words a minute), whilst with the Callan Method he speaks much faster -

anywhere between 200-240 words a minute. This extra speed makes it easier for the student to understand English outside the classroom, and, of course, makes him concentrate more. It also helps reduce boredom, but, more importantly, speeds up his learning.

1.7.7.The order of learning - ear, mouth, eye, hand

The student should learn a foreign language in the same way as he learnt his own when he was a child. A child first hears the language, then imitates what he hears, later he sees the words written, and finally writes them himself.

When a child learns his own language he will often repeat things he hears without understanding exactly what he is saying - the understanding comes later. So it should be with a language student. The student should try not to think too much, or analyze everything, or keep asking "why?" This, of course, is difficult for a thinking adult unaccustomed to doing things without understanding exactly what he is doing, or why he is doing it; but too much questioning will slow him down.

1.7.8.Half-way up is the hardest part

Learning a language is like climbing a mountain, half-way up it the hardest part. At such a point, the student may feel he is not making any progress and will never get to the top. He feels like giving up. It is then that he needs to remind himself that he has a guarantee assuring him that he will succeed. As in life generally, "the secret of success is constancy of purpose".

1.7.9.The Cambridge figure

According to the University of Cambridge, the average student studying at the average school throughout the world takes about 350 hours (about four academic years) to reach the level of the internationally famous Cambridge Preliminary English Test. The Callan Method gets him (or her) there in about 80 hours (about one academic year), and to the more advanced Cambridge First Certificate in about 160 hours. This refers to students whose language is of Latin origin, Asian students may take up to 30-40% more time, so this figure will be about 210-220 hours, still it will be four times less than with other traditional methods taking about 840 hours to get their students to Cambridge FCE.

1.7.10.No homework

With the Callan Method, there is almost no homework, whereas with other forms of teaching, for every hour the student spends in the classroom, he spends another hour outside on homework, thus adding 100% to his studying time!

1.7.11.The guarantee and free lessons!

Because the claims of the Callan Method are difficult to believe Callan Method School of English in Bangkok give students a written guarantee that if they fail the Cambridge exams or fail to reach their desired Stage of the Callan Method in the number of hours stated on the guarantee, the schools will give them free lessons until they are successful. If a student does not wish to take any specific exam, he can be guaranteed to reach whatever level of English, or Stage of the Callan Method he desires, in a stated number of hours.

There are hundreds of schools using the Callan Method throughout the world proving that teaching English 4 times faster is not only possible but can also be guaranteed. Before signing up students are welcomed to try our free lessons to get their first contact with this method.

1.7.13. 95% pass rate

For the Cambridge exams, most schools using the Callan Method have a pass rate of about 95%, compared with the international average of around 70%, as shown in the statistics published by Cambridge University.

1.7.14.Trial lessons

Callan Method School of English allows students to take a few free trial lessons before he/she has to decide whether or not he/she wishes to enroll. This is to make students more comfortable with the method without being afraid of losing money. Most students, however, after trying our free lessons enroll and very often they are so impressed that they bring their friends to study with them. The slowest Callan student is faster than the fastest non-Callan student. The director of one of the oldest-established and largest schools in London has stated that, in his 38 years' experience, he has never known a student to pass the Cambridge First Certificate in less than 400 hours. Any Callan student taking this number of hours would be considered extremely slow.

1.7.15. Companies using the Callan method

Many large international and local companies use the Callan Method for teaching their employees English, and would not do so unless they were satisfied that its claims were justified. Callan Method School of English in Bangkok is providing teaching by the Callan Method to such companies and organizations as: Epson, Robert Bosch, Thai Plastic, Capital Namura, Reuters, Becton Dickinson, King Power, ASI Asiatic, Hutch, Enterprise IG, Bank of Thailand and the list is growing. Schools using the method usually enter more students for the Cambridge exams.

Because the Callan Method is so fast and easy, it takes more students to the level of the Cambridge Certificates than other forms of teaching, and gets a higher percentage through their exams. A school using the Callan Method often enters as many as ten times more students for these exams than other schools.

Only about 1% of Callan students fail to complete each Stage of the Method in the guaranteed number of hours; only about 1% fail their university exams, and 3% their state-school exams. Of the 5% of students who fail the Cambridge exams, virtually none fail on their second attempt.

When enquiring at other schools in his city, the student should ask them how many students they enter for the Cambridge exams, or equivalent exams, and what percentage pass. He should also ask to see the schools' statistics.

1.7.16. The method saves Money

Naturally, because the Callan Method reduces studying time to a quarter, it reduces a student's expenses to a quarter, and saves governments and large international companies three-quarters of the annual budgets they set aside for the teaching of English, thus also indirectly benefiting the taxpayer.

1.7.17. 21 words an hour to 5,25 words

Learning a language can be compared to building a house - the words are the bricks, and the grammar the girders. In order to reach the level of the Cambridge FCE (First Certificate in English), the student has to acquire a mastery of about 4,400 words. He not only has to know the meaning of these words, but must also know the grammar that goes with them, and be able to use them quickly and correctly in any sentence. As the average Asian Callan student masters these words in about 210 hours, it means he learns at the rate of about 21 words an hour. With other forms of teaching taking 840

hours, students learn at the rate of only 5.25 words an hour. In one month, at 5 hours a week (six 50 min. lessons), the Callan student masters about 420 words whilst the non-Callan student masters only about 105 words.

1.7.18.Success of the method

The reader might wonder how the Callan Method achieves its remarkable results. It would, of course, take many pages to explain exactly how the Method works, but, basically, the Callan Method student listens and speaks four times more during the lesson than he would with any other form of language teaching. Consequently, he learns in a quarter of the time taken by any other form of language teaching.

Language learning is not an academic subject, it is a skill subject; therefore the more one practises the faster one learns, exactly as with typing. If the student practises an hour a day, he is going to learn in a quarter of the time he would take if he only practised 15 minutes a day.

With most other forms of language teaching, the student is listening for only about 15 seconds of every minute, i.e. for about 25% of the lesson. The rest of the time his mind is wandering - he is looking at his watch, looking out of the window, or thinking about what he is going to do that evening. With the Callan Method, he has to listen for 60 seconds of every minute (i.e. four times as much), because the class is constantly being bombarded with questions from the teacher, and the student does not know when he is going to be asked a question.

With other forms of language teaching, the student hardly opens his mouth during the lesson. The teacher does most of the talking, and a great deal of the lesson is spent with the teacher writing on the blackboard, or with the students writing in their notebooks. With the Callan Method, the students are speaking the whole lesson, at least four times as much as they would be with any other form of language teaching - and often ten times as much. This is because they are obliged to answer questions the whole time.

If the individual wishes to have proof of all this, he can ask to sit in on a Callan lesson and see how much speaking and listening the Callan students do, and then sit in on lessons at other schools, and make a comparison.

With other forms of language teaching, the students are not learning to speak and understand the language: they are only learning about the language. This is like trying to learn to play the piano by studying the history of music, or by learning how the

piano is made, or just by listening to the teacher play. The only way to learn to play the piano is to play it. The only way to learn to speak a language is to speak it.

It could be said that the Callan Method is not four times faster than other forms of teaching, but that other forms of teaching are four times slower than the Callan Method. The Callan Method makes maximum use of the time available, whilst other forms of teaching use only a quarter of that time, wasting the other three-quarters.

1.7.19. The student is obliged to speak

Of the four aspects of learning a language - reading, writing, speaking and listening - it is the speaking of a language that is usually found to be the most difficult. As already stated, with the Callan Method, the student is not only obliged to listen the whole time, but he is also obliged to speak, because he is constantly being asked questions. In this way, he soon overcomes any initial embarrassment he might have in speaking, thus giving him confidence in conversation outside the classroom.

1.7.20. The student is obliged to learn

As is evident from the foregoing, if the student is obliged to listen the whole lesson and is obliged to speak, it follows that he is also obliged to learn, whether he wishes to or not. It is virtually impossible with the Callan Method for the student to sit in the classroom and not learn. This aspect of the Method is very important for state schools where students are often reluctant learners. With most other methods, the students are usually able to sit in the classroom hour after hour, year after year without learning very much - the end result being that they can hardly form a simple sentence in the language - an appalling waste of human life. Because the Callan Method obliges the student to learn, he soon becomes quite enthusiastic, as he feels he is achieving something.

Another reason the student is obliged to learn, and is able to do so, is that the nature of the Callan Method makes it virtually impossible for the teacher to carry the students forward from Page One to Page Two until everyone in the class has understood and remembered almost everything on Page One. The normal procedure at a state school is to pass students from Book One at the end of their first year to Book Two in their second year, and so on, irrespective of whether or not the students have mastered

Book One. When a Callan Method student, on the other hand, has completed Book One of the Method, it means he has mastered 80% to 100% of its contents.

1.7.21. Talking at top speed

One of the ways the Callan Method achieves maximum speaking time and maximum concentration from its students is by ensuring that, from the very first lesson, the Callan teacher speaks to his students in English at the rate of 200 to 240 words a minute. This is faster than normal conversational speed, which is only about 150 to 180 words a minute. Teachers using other methods speak at only 100 to 120 words a minute. The Callan teacher's extra speed prevents boredom, makes the student concentrate, stops him translating in his head (by not giving him time), allows him to hear more words repeated more times, makes it easier for him to understand English outside the classroom and of course makes him learn faster.

The student, of course, does not speak at the same speed as the teacher; he speaks only at normal conversational speed.

1.7.22. The need for speed

The reader might think that speed is not all that important in language learning, and that accuracy and correctness are more important. Naturally, accuracy and correctness are important, especially in writing, but speed is absolutely essential in speaking and understanding, and especially in understanding. Like most mechanical reflexes, a language is performed at speed. The understanding in particular has to be done at speed. When reading, writing or speaking one can go at one's own pace, provided it is not too painfully slow, but when listening, the understanding has to come instantly; one cannot slow down the speaker, particularly if the speaker's voice is coming from the radio or from the television or cinema screen. The student must, therefore, be able to understand English at a minimum of 180 words a minute.

1.7.23. The two meanings of speed

There is the danger when talking about the Callan Method of confusing the two meanings of the word "speed". Two things are meant by speed: 1) the speed of the lesson, that is, the speed of speaking and understanding, and 2) the speed of progressing through the Callan Method books and reaching a certain desired level. The Callan

Method gets its students to the desired level in a quarter of the normal time, and, at the same time, teaches its students to speak and understand much faster than with other methods.

1.7.24. Learning fast means learning well

Some people say they do not wish to learn English quickly. They just want to learn it well. They are afraid that if they learn quickly, they will not learn well, and will forget everything just as quickly. Learning subjects such as history or geography in a rapid manner would of course be disastrous, but, unlike almost any other subject, a language is, in fact, best learnt quickly. Speed in speaking and understanding a language is essential. It prevents the student thinking in his own language, and conditions him to think in the foreign language, thus avoiding confusion.

If the reader doubts that it is possible to learn well at speed, he should remember that, like most schools, schools using the Callan Method prepare their students for the Cambridge First Certificate, and to pass this exam the students must have studied well, and not just fast. The end result is always the same. It is like taking a university degree in one year instead of four. It is the same degree.

1.7.25.12 600 words an hour

Because the Callan teacher speaks to his students at about 240 words a minute (about twice as fast as teachers using other methods), and both teacher and students speak the whole time throughout the lesson at a combined speed of about 210 words a minute, the Callan student has about 12,600 words an hour going into his ears, either spoken by the teacher or by the other students. With other methods, he has only about 3,000 words. By hearing more words per hour spoken in the classroom and using more words himself, the student naturally learns much faster - four times faster, in fact.

1.7.26. Speed comes from constant revision

The Callan Method achieves speed of speaking and understanding by asking the students the same questions every day until they can understand and answer them at top speed. This top speed is usually attained after the students have heard the questions on four or five occasions.

1.7.27.,,Learn English in three months“

One of the problems the Callan Method has to face is that of being associated in the public mind with such things as miracle cures for baldness, or adverts saying "Learn a language in three months". Such adverts seldom give the precise level reached after three months (usually quite a low one), or offer any guarantee of success in an exam conducted by an independent body. The word "guarantee" is even sometimes used in adverts, but no written guarantee is actually given. Some people can, of course, learn a language in three months, if they have a great natural ability, excellent memory, and totally dedicate themselves to the task; but such people are extremely rare. The Callan Method, on the other hand, defines precisely the level the student reaches and guarantees him success, whether or not he has a good memory or any natural ability.

Some teach-yourself language courses claim that the student can teach himself a language in 35 hours. At one hour a day, this would mean he is able to speak the language at the end of seven weeks (some courses claim at the end of 3? weeks). At that rate, in about six months (or three months), he would be able to speak four languages. Why is it, therefore, that everyone in the world is not multilingual ? If cures for baldness really worked, why are there still so many bald people in the world?

When learning a language, most people need the stimulus of speaking to a teacher and fellow students in a classroom. Learning by oneself can be very boring, which is why most people give up the attempt after an initial effort. Also, without a teacher, there is no-one to correct one's errors of pronunciation - one cannot learn to speak a language just by listening to it : no more than one can learn to play the piano just by listening to someone else play.

1.7.28. The most important points to be borne in mind when giving the lesson

(Callan 2007) The following is a collection of the most important points of teaching by the Callan Method. The teacher, expecially when new to the job, should refer to them every now and again to jog his memory. They should also be hung on the walls of the school. It is very necessary to put these points into our diploma work because they are conected with our questionnaire to teachers. The rules written below can show us how seriously this method take its costumer/learner.

- Ask every question twice, even if the student understands the first time.
- Ask each question at top speed the whole time and with every class.

Automatically, and without pause, tag on to each question the first two or three words of the answer. For example, „Is the table behind me is the table behind me no the table...“

Do not wait a second for the student to reply; start dragging the answer out of him.

Answer every word (or every other word) with the student the whole time, even though he might not need your help. Answer with him, but not for him.

Push and pull the answer out of the student the whole time by just following him or by preceding him. If he is answering correctly, say the words immediately after him. The moment he hesitates, jump in in front of him with the next two or three word, and get him to repeat them after you.

Speak the whole time; 60 seconds of every minute. This is to keep the students' attention on you the whole time. Do this even when giving a Reading of Dictation.

Correct every error in the student's pronunciation nearly all the time. Do this by imitation. For example, - No, no not „these ees“ but „this is“, repeat, „this is“.

Read with the student the whole time, even if he does not need your help. Exactly as in question-answer work, pronounce every word with him by preceding or following him as he speaks. Your voice holds the attention of the rest of the students.

Dictate without a pause by repeating every three or four words of the dictation three or four times as the students write.

Revise, revise and revise until the students can understand you the whole time when you speak to them at your maximum speed. The moment you see the whole class, or some of the class, beginning to slow down and find difficulty in understanding, increase the number of revisions. If this is not enough, go back and do a complete revision from Page One, Book One.

Under no circumstances whatsoever chat with the students during the lesson. Keep rigidly word for word to the questions and answers in the book. Do not discuss anything that may arise from the questions.

Stand on the metre from the teacher's desk when doing the question-answer work, and move around in an animated fashion the whole time.

Move the lesson at a minimum speed of 210 words a minute. This means that there should be at least 210 words being spoken per minute in the air of the classroom by a combination of teacher and students. Tape yourself and do a „word-count“.

Speak clearly, forcefully and dynamically.

Hold a pen or a pencil in your hand while asking questions. Use it to point to the student you wish to answer the question. If you do not do this, students can become confused as to which of them you mean. Pointing the finger is less polite, whilst using names slows down the lesson.

Start each lesson punctually. If you are working at a private school, do not rob the student-customers of their Money. For example, if a student pays 10p a minute for his lesson and the teacher is five minutes late, it is as though the student has bought him a coffee. The student does not like that. A private school loses more customers through lateness than through any other single cause. To understand this, the teacher need only ask himself how he would feel if he were the customer.

Get the students to ask one another questions the moment you enter the classroom. Do not waste time chatting. Leave that till after the lesson: business before pleasure. Also, get the students to ask one another questions at the end of the lesson. Asking questions is the only chance they have of practising the interrogative.

Do not waste time explaining the meaning of words – translate them. Always use contractions: I'm, you're, door'll etc.

Dress smartly, i.e. tie, no jeans or track-shoes etc. Look like a teacher. The students will respect you more, and, if you are working at a private school, you will earn more. Remember they have to look at you for fifty minutes. Give them something pleasant to look at. Like an actor, you are on stage. That is why actors are very particular about their appearance.

It is difficult for the students to judge the Method or the quality of teaching at a private school, but they can all judge efficiency, punctuality, pleasantness and a smart appearance. This is how we all judge a hotel, a restaurant or any kind of service we are paying for.

Teach each class in exactly the same way. The only difference between one class and another is that one might need a greater number of revisions than the other.

Teach each book of the Method in exactly the same way. The principles of the Method remain constant throughout: speed, revision, keeping the lesson moving without a moment's silence, talking the whole time etc. – even when going through the Cambridge past examination papers.

Teach in exactly the same way as all the other teachers, so that the students do not start comparing one teacher with another and demanding their favourite.

Open Windows and doors at the end of each lesson for a change of air.

Stand three feet (one metre) from the teacher's desk when asking questions, and move around in an animated fashion the whole time.

Tell the students to copy the words from their vocabulary booklets into their students' books. It will take them an hour or so, but will save you and them a lot of time and confusion in the long run.

The teacher at a private school must remember that he (or she) is not working at a state-school with school-children, or at university with government grant students. He is working adult, paying customers who expect, and are entitled to a first-class service. If you cannot see the importance of any of these points, accept them. They will take the students to the level of the Cambridge Certificates in a quarter of the time taken by any other method. Accept the Method as it is; with any defects you think it might have: it works.

From: (Callan Method, Teacher's book, ISBN 18986505 10 6, 2007)

(www.calan.uk)

2. Empirical Part

2.1. Research problem

In our theoretical part we provided insight into adult learning process, psychological and social factors, a term andragogy, teaching strategies for adults, a role of a teacher and as well as into results why adults learn a foreign language. Also we introduced and characterized traditional teaching methods for foreign language and The Callan Method. Intentionally, in the first part, we did not pay attention to possible effects of tradition methods and The Callan Method on learners and teachers/lectors. We did not pay attention also to learner's and teacher's opinions towards these methods. In the empirical part our aim is to bring some light into this area or these areas.

As we mentioned in the first part of our work adults are very different than children or young learners and also they have different language skills, special needs, different reason why they are learning a foreign language as well they do learning in an absolutely different way. Because of it, we consider it really interesting to find out which method/methods suit/suits more to needs and real expectations of adult learner of foreign language.

Therefore, in this part of our work, our goal is to analyze and summarize these questions to get more reliable and realistic picture of the present situation in teaching adult learners by using traditional methods and not very well-known The Callan Method. But the main point of our work is The Callan Method so the empirical part we uses questionnaires for learners who have been learning foreign language by The Callan Method and then we put some questions to lectors and teachers who taught, teach or have been teaching The Callan method.

To be more specific

1. We would like to find out basic information about our respondents and their experiences and attitudes to learning foreign language.
2. Then we try to know their main aims of learning foreign language and their needs
3. Next, we would like to elicit how learning foreign language affect their lives and if the learning a foreign language takes much of their free time.
4. Our questions want to understand respondents' feelings during lessons, their pros and cons of learning The Callan Method. Also we ask some questions for speed of learning foreign language to know if The Callan Method is faster than others.
5. We would like to find out if adult learners want foreign language teaching to be customized according to their needs.
6. Some questions are asked to elicit if adult learners consider that speaking and listening are more important than reading and writing (for The Callan Method is typical Speaking and listening)
7. Also we want to know if adult learners have clear ideas and expectations about their needs and concerning their language learning preferences or, they just passively adopt the offered nature of the conditions.
8. Finally we ask if adult learners prefer the security of punctual controlled activities, or they prefer activities where are creativity, experimentation and intellectual freedom.
9. All these questions are made to better understand what method is better for adult learners and of course also for teachers and lectors.

2.2. Research Hypotheses

Hypothesis 1. Is The Callan Method better for students than traditional methods?

Hypothesis 2. Is The Callan Method better for teachers than traditional methods?

Hypothesis 3. The callan method reduces studying time to a quarter of the usual time-is this statement true?

2.3. Methodology of the Research Method

Now, we would like to explain the method that we used for our research. We think that probably the best and the fastest way how to get as much information as possible is to make a questionnaire..

„ A questionnaire is a quantitative research instrument consisting of a series of questions and other prompts for purpose of gathering information from respondents“. (Gavora, 1999, p. 114). Questionnaires are often used for a pedagogical research. Questionnaires are able to collect a wide range of information from a large number of individuals on an investigated topic in a short period of time. For many people a questionnaire is a very good way to answer to any kind of question because it is anonymous so people who answer a questionnaire are honest in their responses. And it is easy to administer and score them and they are lowcost. However, we had to be aware of the fact that inappropriate questions, incorrect ordering of questions, incorrect scaling, or bad questionnaire format can be misleading and make our survey valueless.

We collect data from adult learners and teachers and lectors who used or using The Callan Method so we prepared two questionnaires one for the learners and the second one for the teachers and lectors. We used the following types of question: close ended questions, yes/no questions, multiple choice, scaled questions.

The questionnaires given to the respondents had the questions and statements in Slovak language in order to avoid any misunderstanding since all the respondents were Slovaks at different levels of English.

2.4. Respondents

Both the first and the second questionnaires were sent or brought to language schools (one school in Nitra and the second one in Nové Zámky). Both schools received 60 questionnaires for students and 30 questionnaires for teachers or lecturers. These questionnaires were given to 104 students (together language school in Nitra and Nové Zámky) out of which 100 were right completed and sent back. 4 questionnaires were completed wrong so they can not be avowed. The questionnaires for teachers were given to 50 teachers and lecturers, out of which 50 were completed right and sent back.

2.5. Evaluation of the Questionary for students

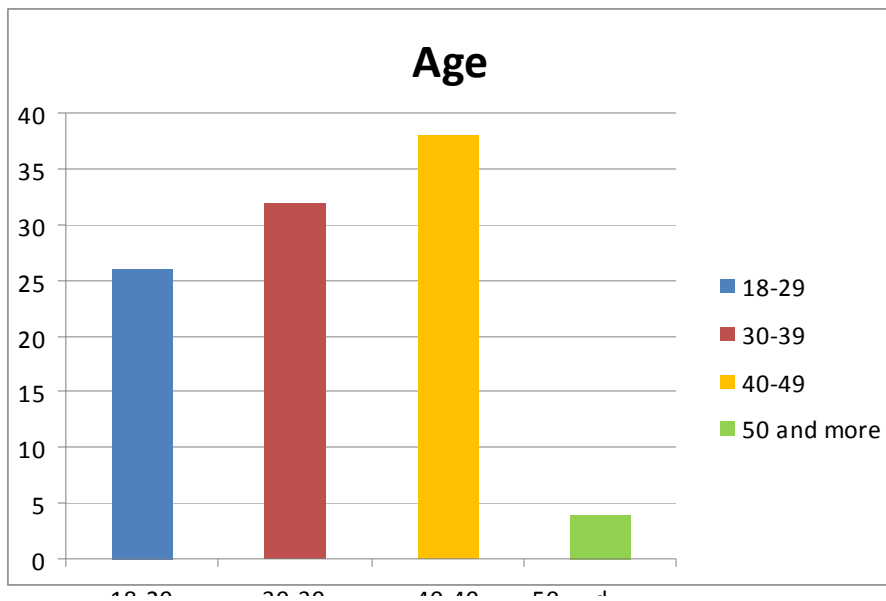
As we mentioned above our questionnaire were given to 104 students which were adult learners of foreign language but 4 of them completed the questionnaire wrong so we will do only with number 100 students. We will go through each question and we will analyse respondents' answers. According to their answers we will be able to understand better to adult learners and their opinion on The Callan Method and other methods.

Gender

We started our questionnaire with gender. We asked respondents this question: Are you a man or a woman? 60 % of the answers were man and 40% woman. So we worked with more men than women. From this first discovery we can say that at the present more men is learning foreign language than women.

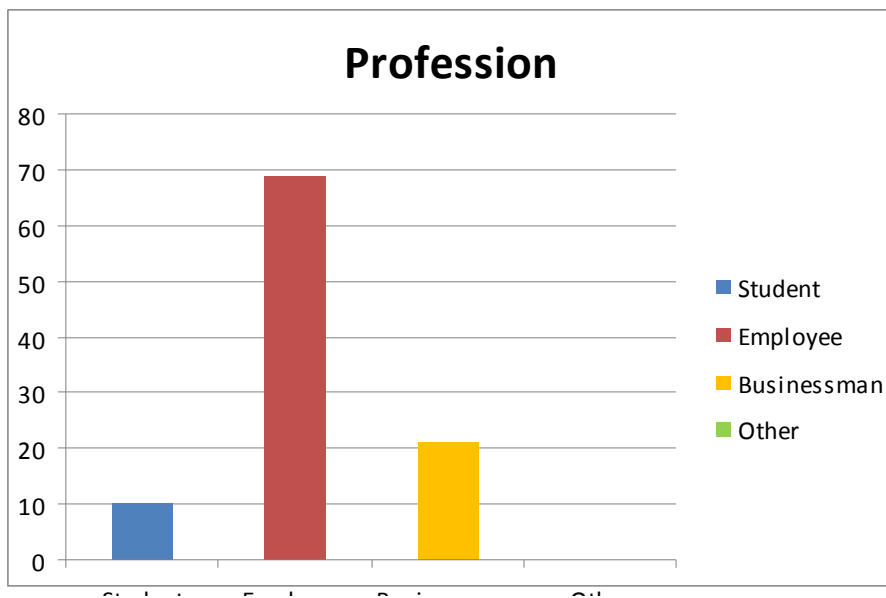
Age

Our second question was about age. The respondents were all age groups from 18 to 50 and more. The most answers 38% of respondents were at the age from 40-49 then 32% respondents were at the age from 30-39, then 26% of respondents were at the age 18-29 and finally the least respondents were only 4% at the age 50 and more. So we can conclude this with a statement that adult of age 40-49 learn foreign language the most than other age groups.



Profession

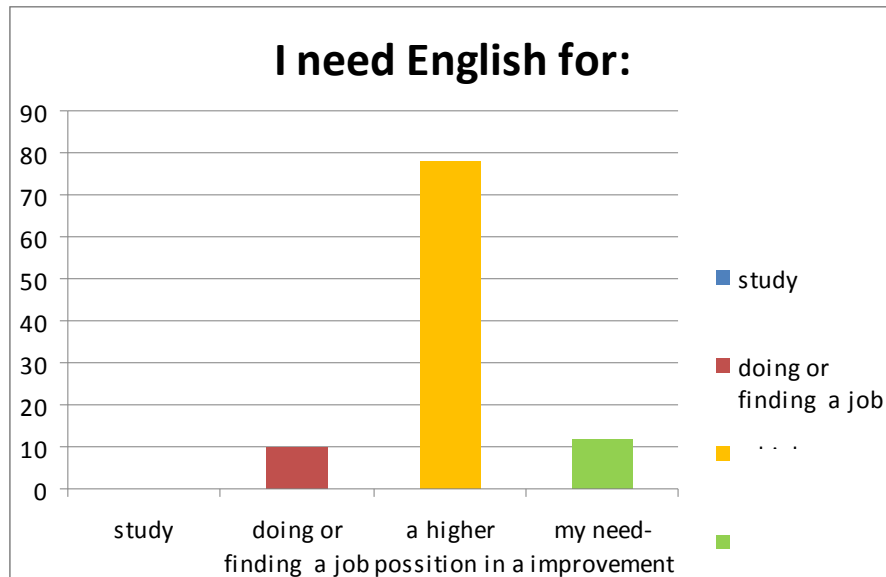
The third question for students was about profession. 69% of our respondents were employees, 21% were businessmen and the least number was 10% and it was number of students. According to these answers we can say that people who are employees want or have to learn foreign language the most and maybe they need it for their job.



I need English for

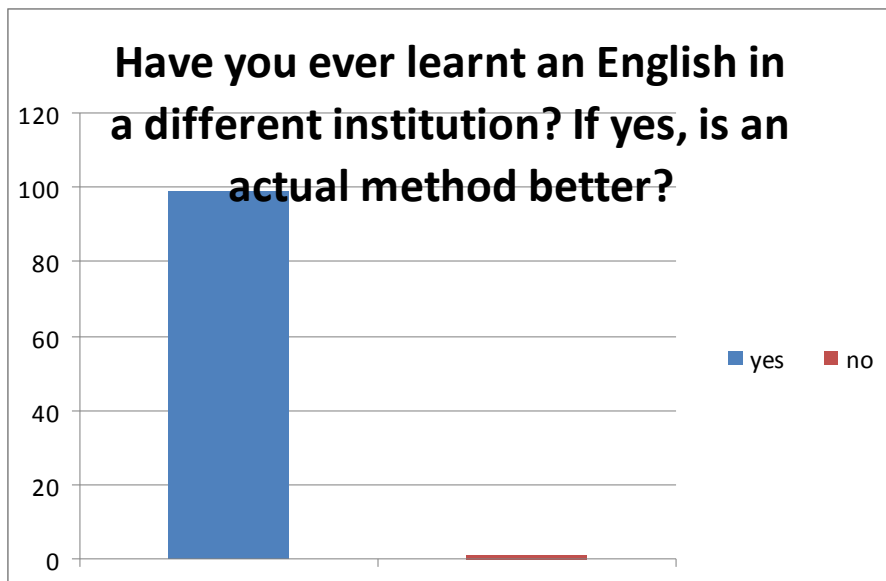
This question was aimed to know why adult need to learn foreign language. And we found out very interesting discoveries. 78% of respondents needed a foreign language to

get a higher position in his/her present job, this number is very high. It shows us how important is nowadays to be able to speak a foreign language. Only 12% needed a foreign language for his/her own need and the least of respondents only 10% for getting or doing a job.



Comparing The Callan Method to traditional method/methods

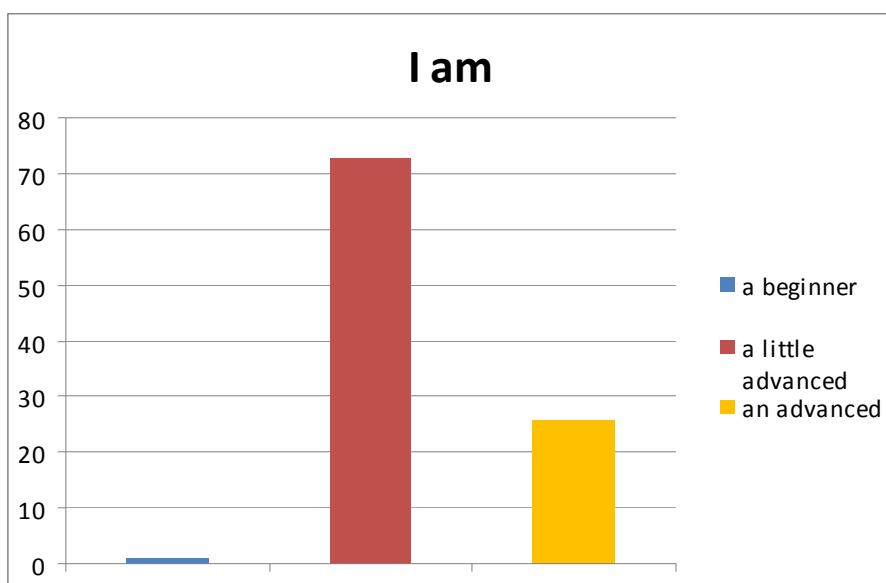
We continued with a question about previous learning. We asked: Have you ever learnt a foreign language at different institution? If your answer is yes, Is The Callan Method better for you? And we got these answers, 99% of our respondents have already tried different method so they were able to compare both methods-The Callan Method and method they have tried. Only 1% of the learners could not compare The Callan method because they have never tried different method.



From 99% of our respondents, who have already tried different method, 100% so 99 adult learners answered that The Callan Method is for them better. This findings is amazing and unbelievable. Here we can see how the learners apperceive The Callan Method.

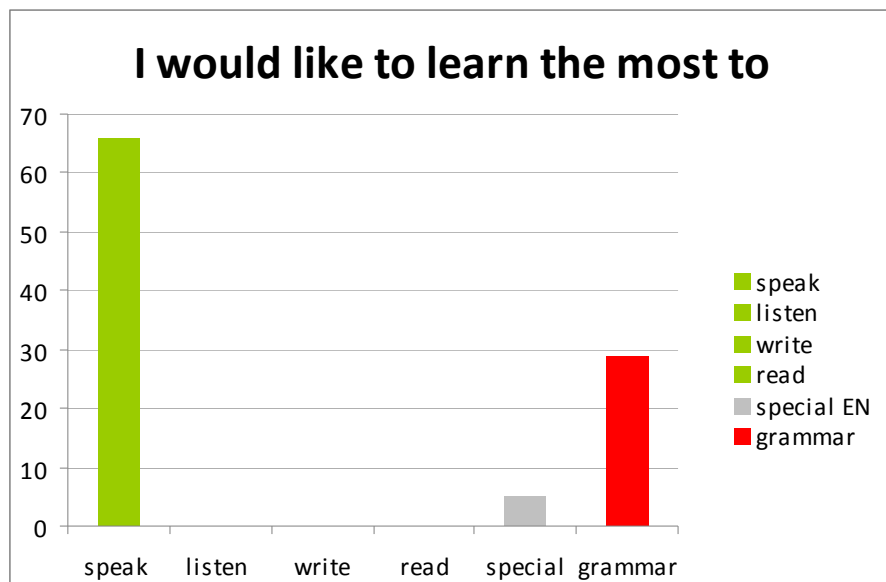
Level of knowledge

This question is very important for us because we wanted to know adult knowledge of foreign language they are teaching. Our result was that 73% of our respondents were pre-intermediate (We suppose they have already studied foreign language), the second biggest group was 26% which is group of intermediate level and only one adult learner was a beginner in learning English as a foreign language.



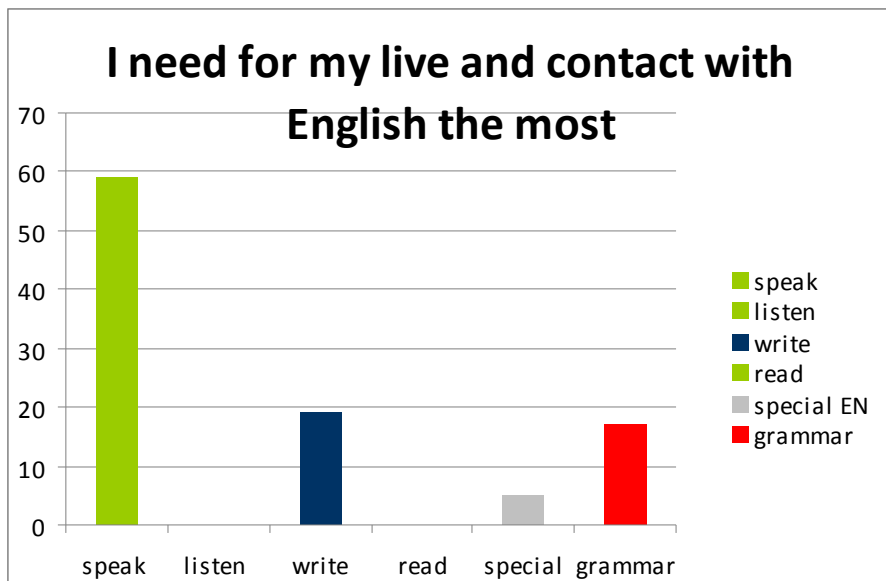
I want to learn the most

Speaking fluently and without fear wanted 66% of our respondents. So speaking to beat peer are the most important things for them. Then 29% of adult learners wanted to learn grammar and only 5% of our respondents wanted to learn special English. As we can see here adults have the biggest problem in English with speaking fluently and without fear.



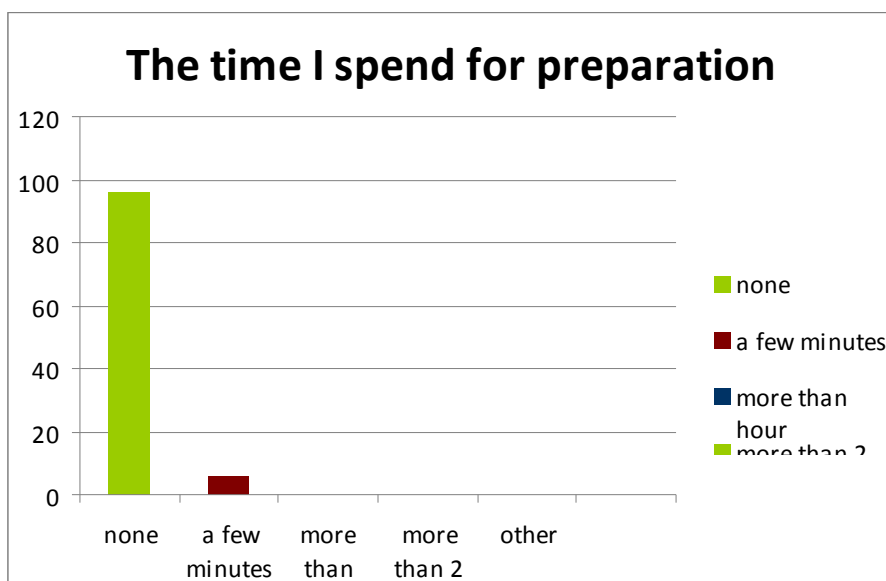
Importance of foreign language for my life

The question before we asked about what adult learners want to learn but here we asked what adult learners need for their lives. The results also shows that 59% need for their lives speaking fluently and without fear. 19% of our learners needed for their lives writing in English and almost the same number of respondents 17% needed grammar for their lives and only 5% needed special English.



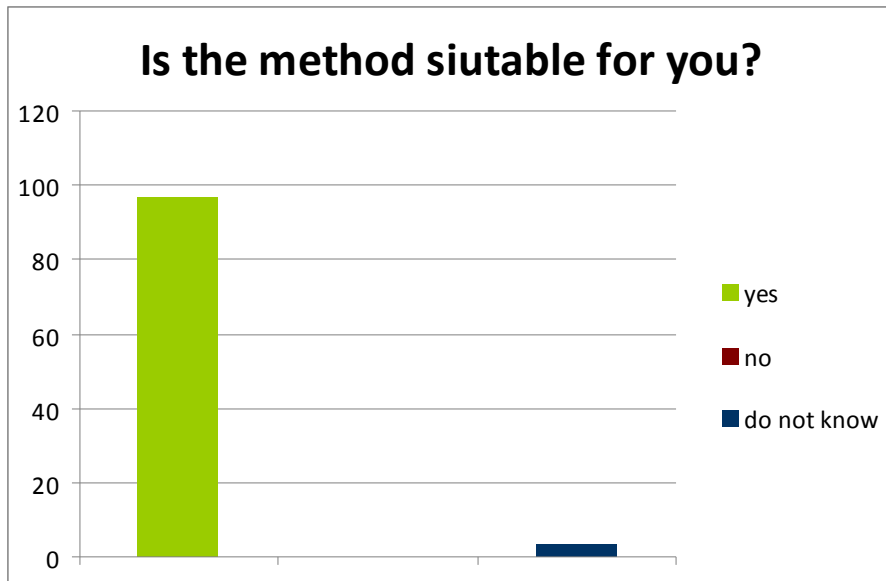
Time for preparation

This discovery is for us very interesting, 94% confirmed that they do not spend any time for preparation for lesson. This is very strange result. Learning foreign language and do not need time for preparation, amazing answer. 6% our learners spent from some minutes to an hour.



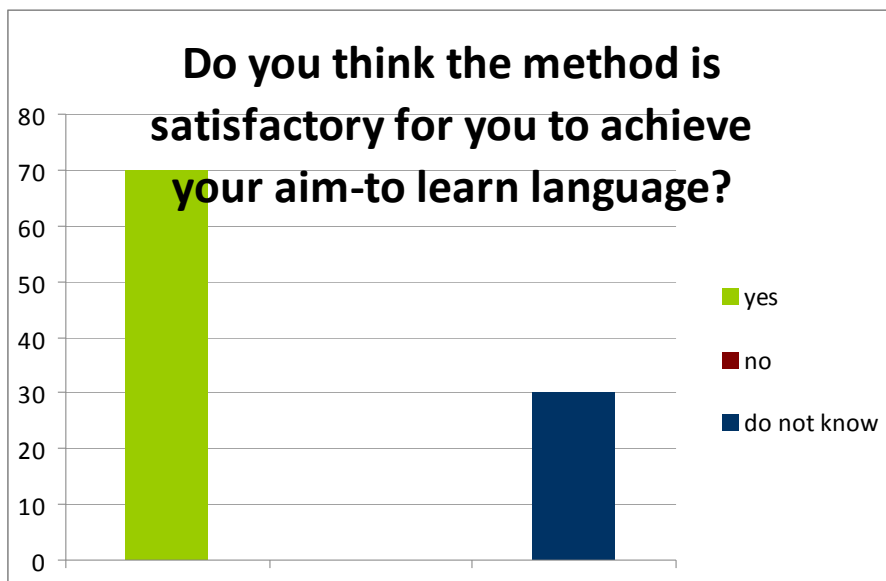
Is the Callan method suitable

Again our result is shocking because 97% this high number answered that The Callan Method is suitable for learners. Only 3% of respondents were no table to answer to this question. Here we can see how big success has this method among learners.



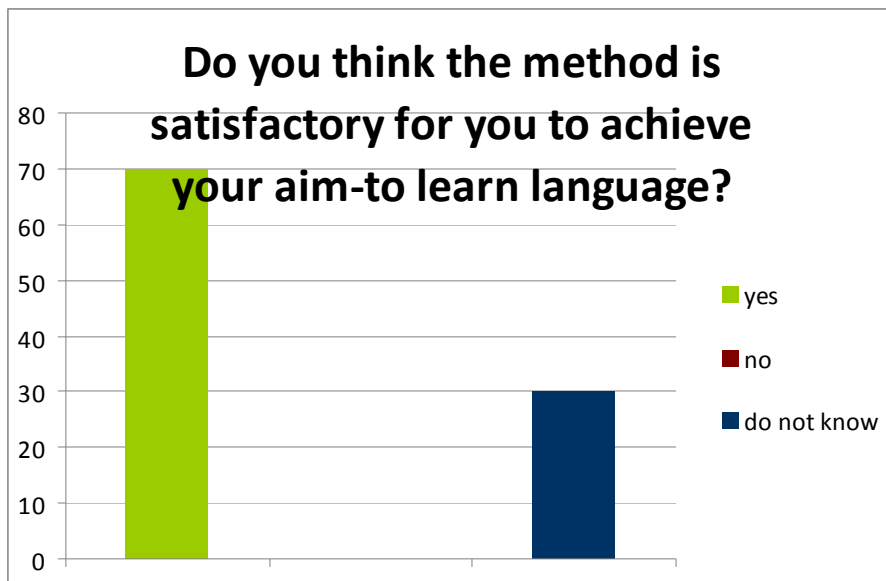
Is The Callan Method able to achieve your aim?

This question is about trust, but 70% of learners trusted The Callan Method but there were adults who did not trust in this method but it was less than half, 30% of adult



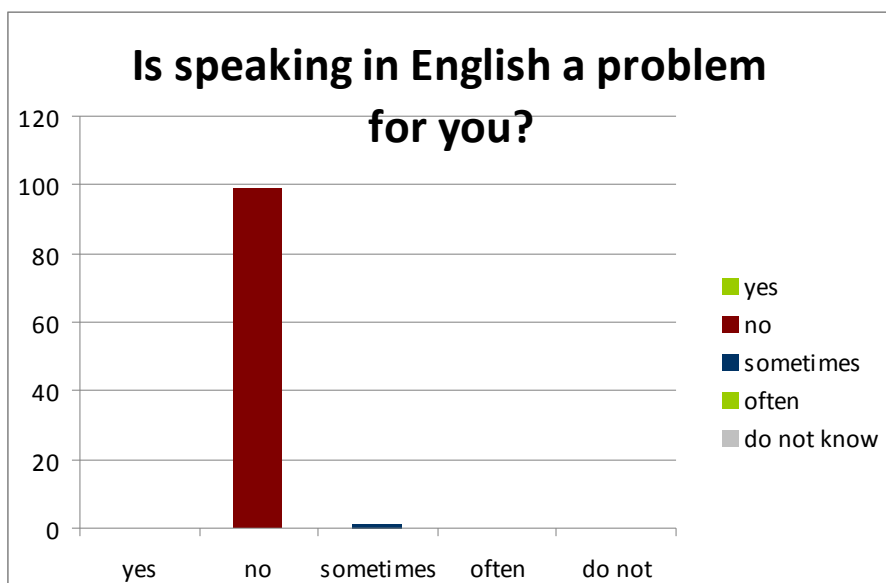
Group Work

For 98% group work was not a problem. For 2% Group work was a problem.



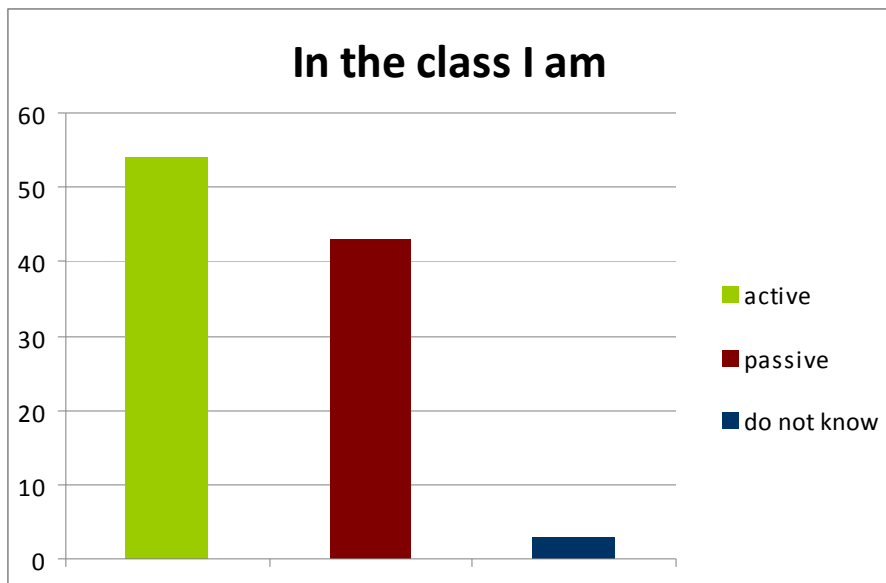
Speaking in English language

We are so surprised because we can see very high numbers of our results. 99% did not have a problem with speaking. One % had a problem of speaking.



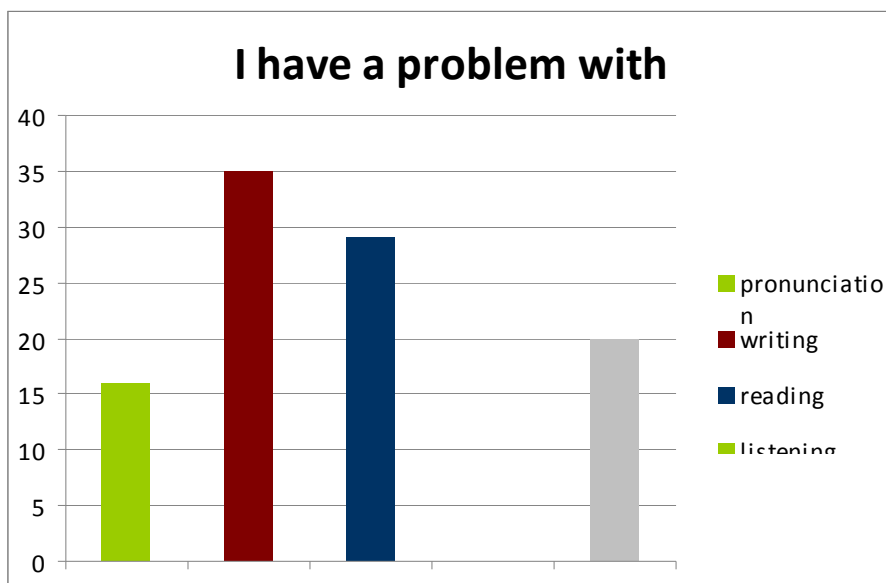
An activity in the lesson

54% of learners answered that they are active in the lessons, 43% answered that they are passive in the lesson. 3% did not know to consider it.



What is your problem?

As we can see in the graph the most learners 35% had a problem with writing, 29% had a problem with reading, 20% of learners did not have a problem and 16% had a problem with pronunciation.



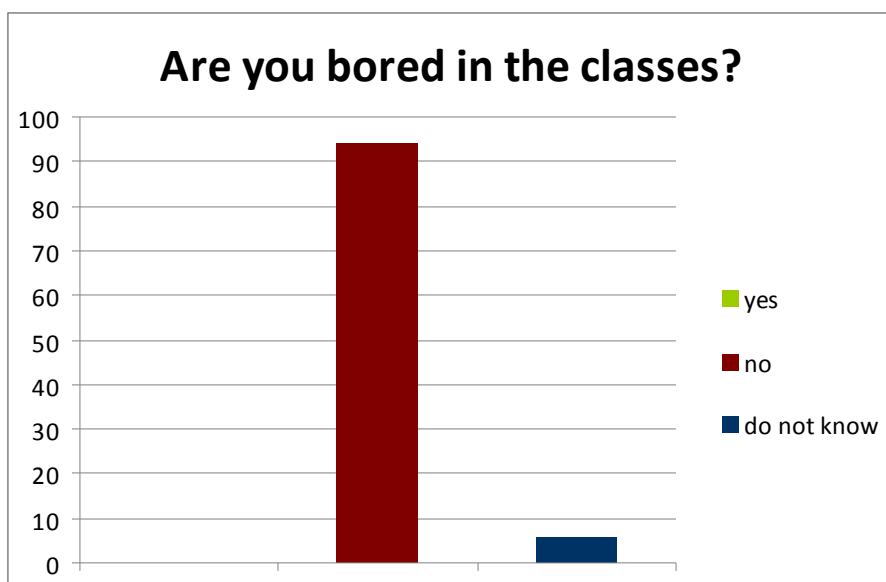
Are you able to speak to English speaking man?

For 71% would be able to speak to English speaking man, 29% did not know an answer.



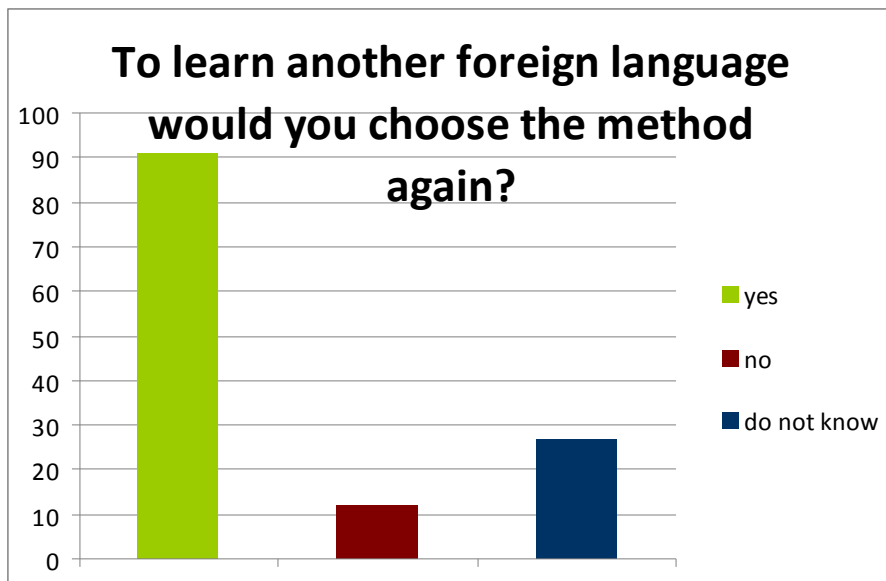
Boredom in the classes

94% did not know what is boredom in the classes, 6% did not know an answer.



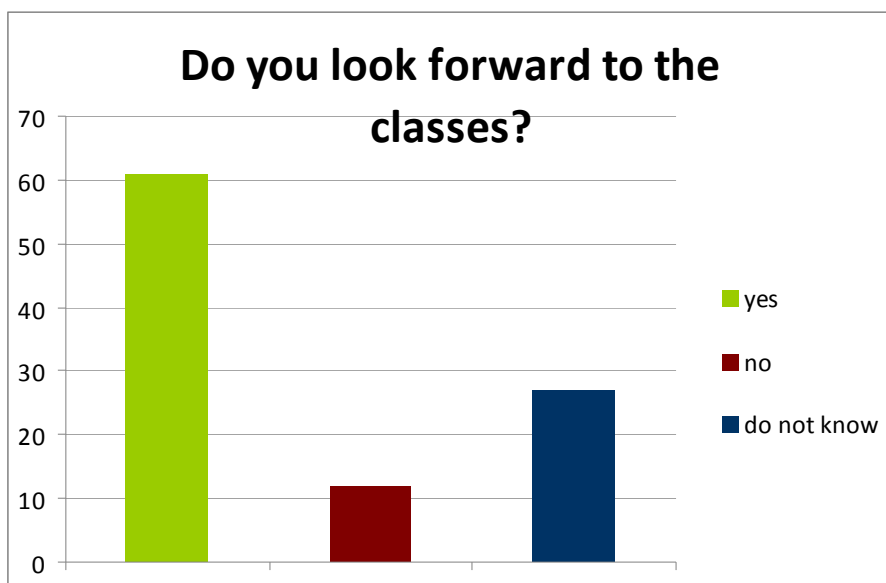
Choosing The Callan Method again?

In this answer we can see how the learners trust in The Callan Method because 91% answered yes to choose the same method for learning another foreign language and 5% would not choose this method again and finally 4% of the respondents did not know an answer.



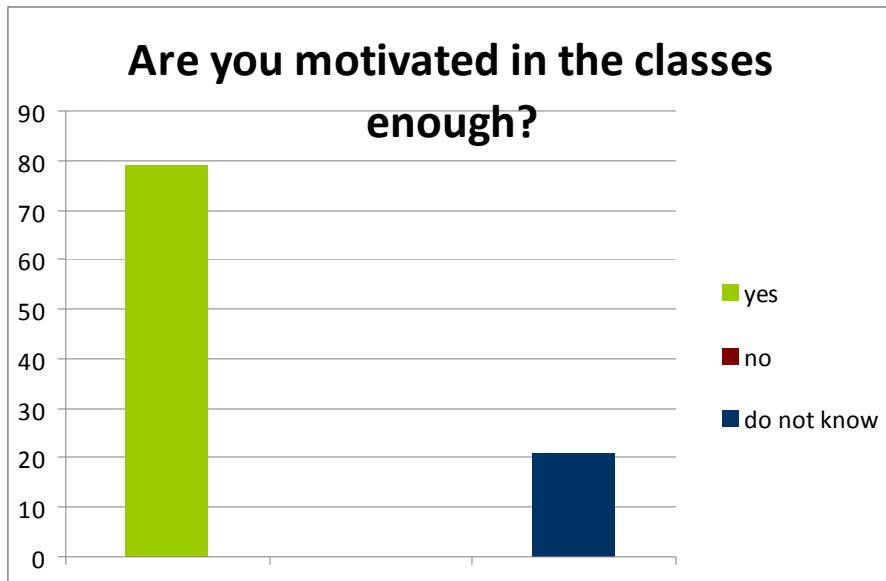
Do you look forward to lessons?

More than half 61% looked forward to lessons in The Callan Method, 12% did not look forward to lessons and 27% were not able to answer.



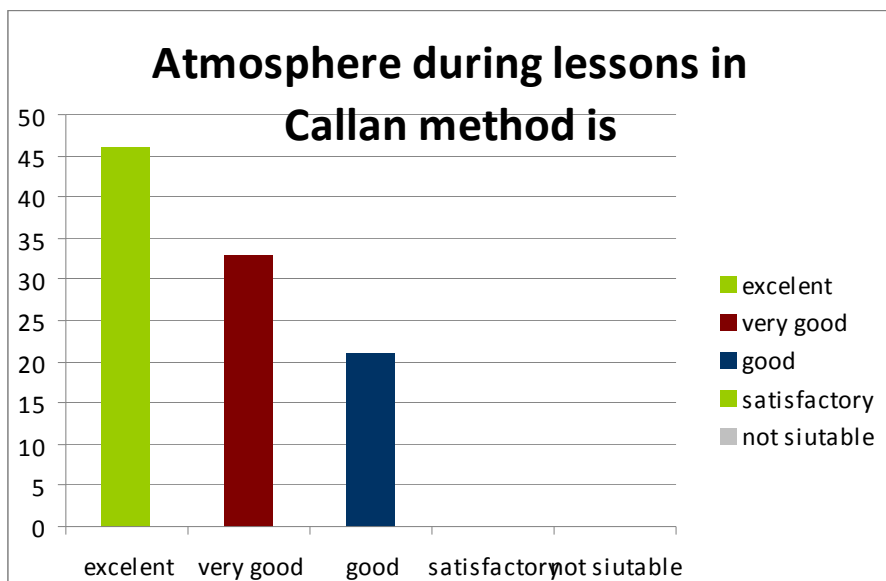
Motivation

79% of the learners were motivated enough in the lessons and 21% were no table to answer.



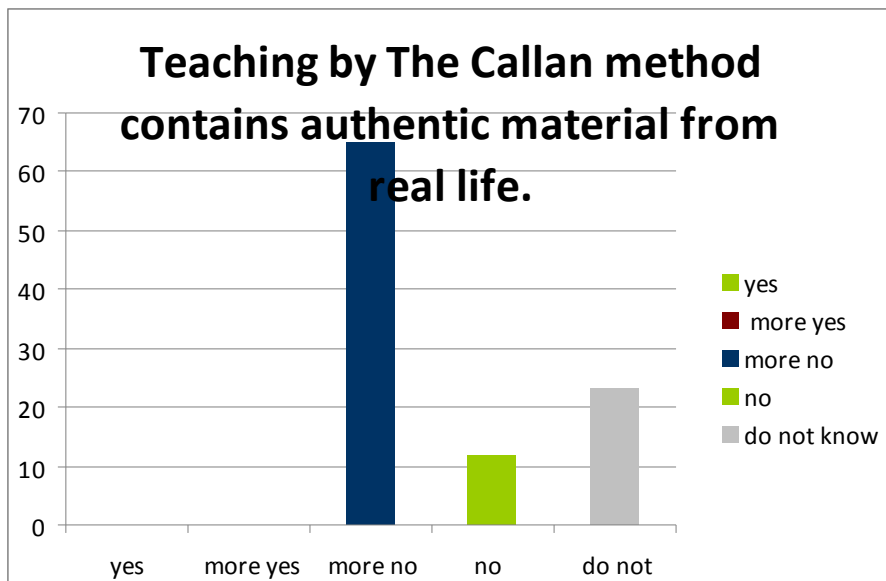
Atmosphere

According to our result 46% confirmed excellent atmosphere in lessons, 33% confirmed very good atmosphere in lessons and 21% answered for good atmosphere. Here we have to understand that all these answers are positive. Very good result for The Callan Method.



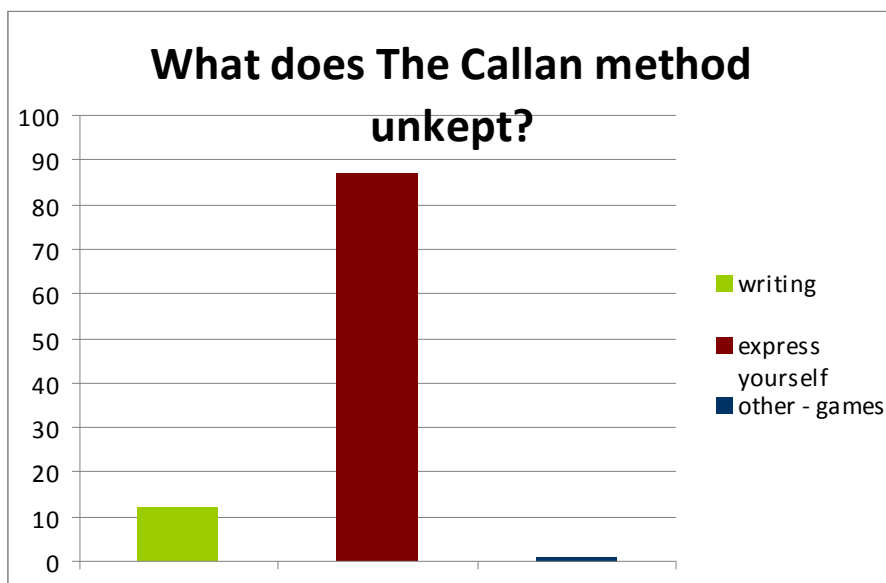
Real life

12% of the learners thought that in The Callan method real life misses and answered very strongly no there is not. 65% answered more no than yes and 23% did not confirm. So real life according to these results misses in The Callan Method.



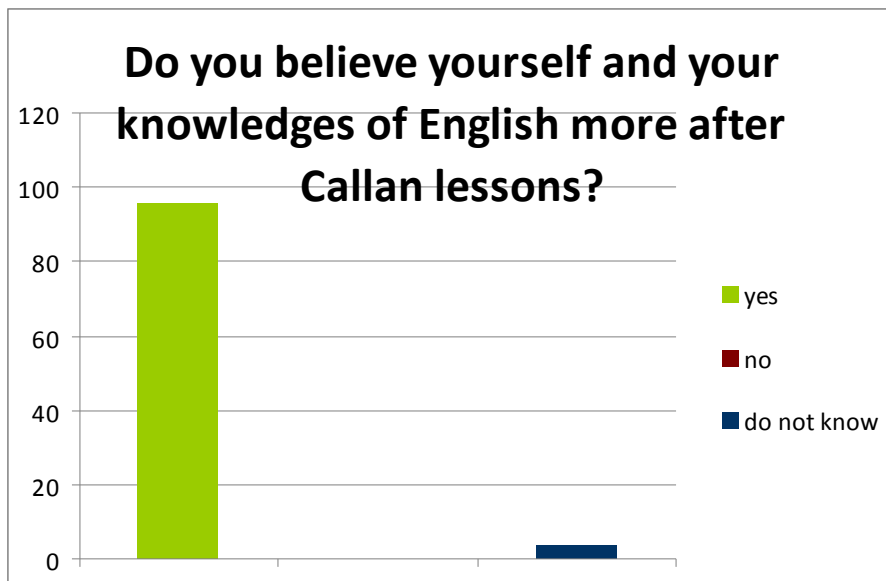
What do you miss in The Callan Method?

The most answers were 87% for missing creativity, intellectual freedom and no controlled activities, 12% answered for writing and 1% missed games in The Callan Method.



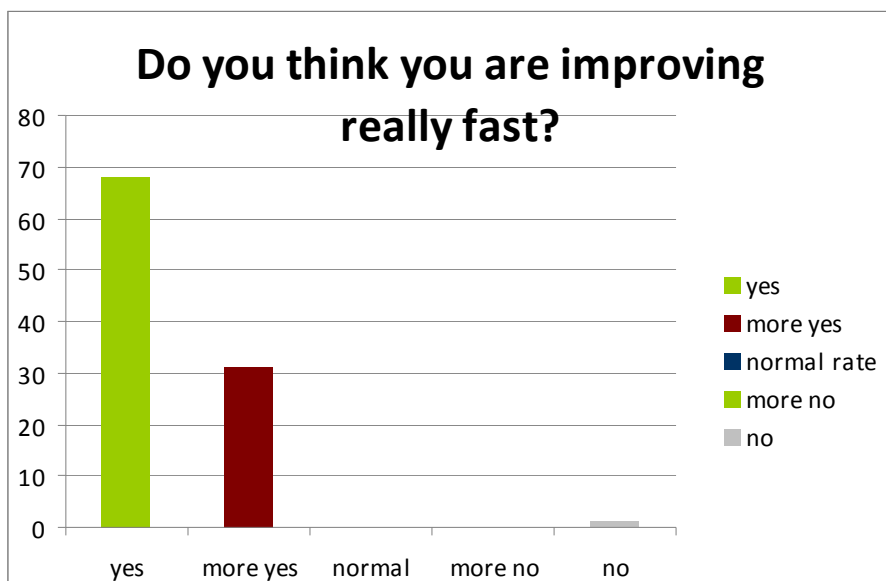
Do you trust in yourself and your knowledges of English?

96% trusted in themselves and their knowledges and 4% were no table to answer. This is very interesting how The Callan Method builds trust in its learners.



Tempo

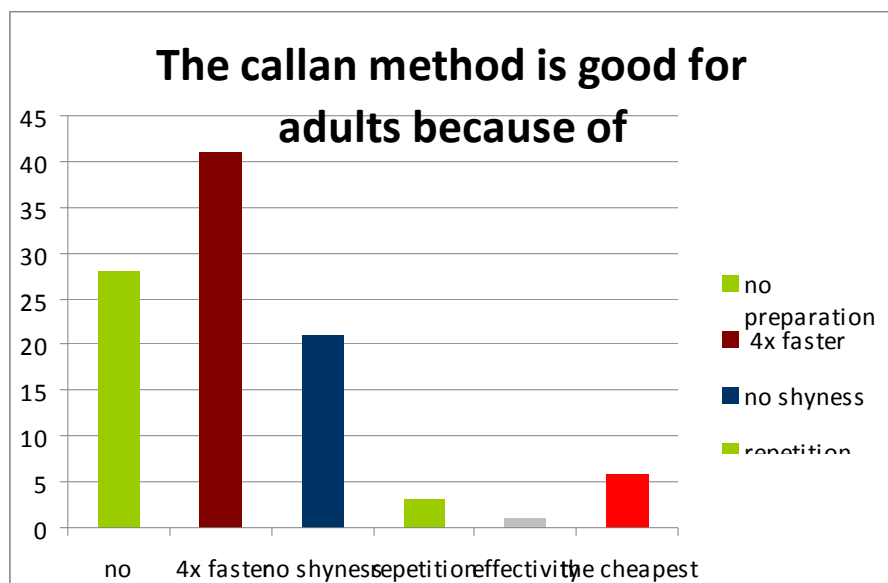
We continue with trust and our question was: Do you think you go by fast tempo and 68% high number thought that they go by fast tempo. 31% thought also in fast tempo but not so strongly as the first group of respondents.



Why is The Calln method good for adults?

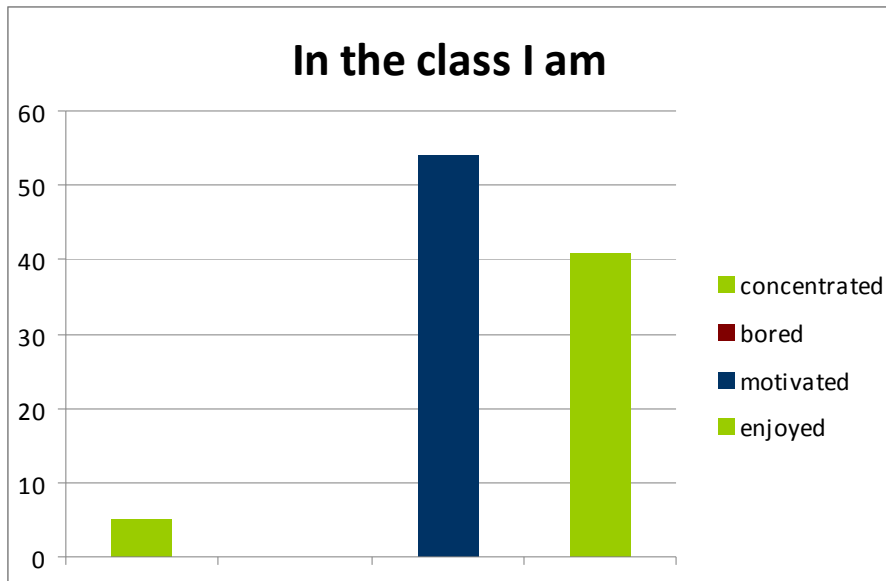
The respondents had to choose only the one answer according their opinion and feelings. The most important for the respondents was speed, because 41% of our respondents chose answer: The Callan Method is 4 times faster. So here we can see how important is time in learning a foreign language for adults. The second place went to answer: The Callan Method don't need any preparation for lesson. This answer was chosen by 28% of the respondents. Here we realized that preparation, time adult

learners spend before lesson at home is also very important for them. Another answer like: In The Callan Method there is no shyness, was chosen by 21% of our respondents. 6% of the respondents chose answer: The Callan Method is the cheapest. As we can see Money is important also and it play a part in adult learning foreign language. 3% of our students liked an answer: The Callan method repeat, repeat and repeat and it can help adults in learning process. And finally there was 1% which chose an answer connected with effectivity of The Callan Method. Here we could see what is the most important for adult learners in learning process and what less.



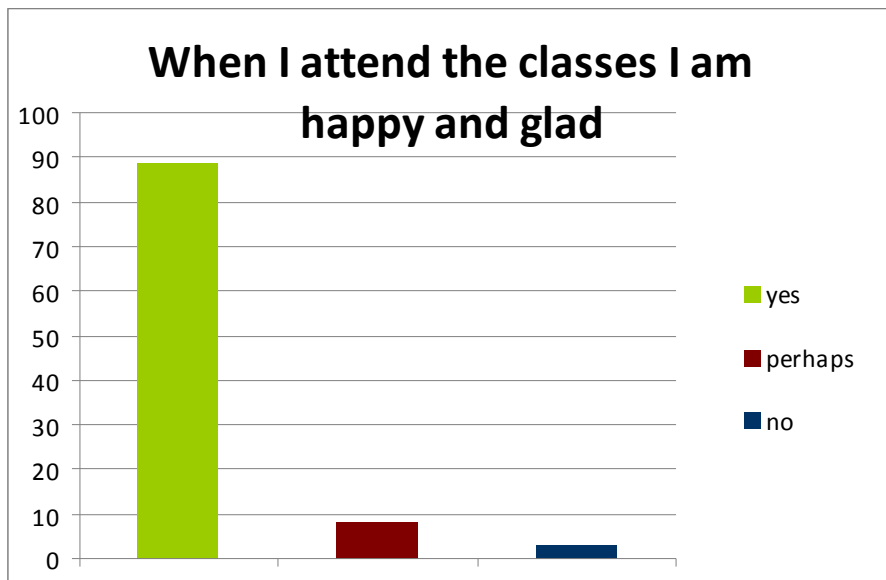
In the class I am:

From our answers which were: 1. concentrated, 2. bored, 3. motivated, 4 I am enjoying learning. The most of the respondents chose answer number 3. 54% answers were motivated. Then also very high number 41% was the answer number 4 enjoying learning and finally 5% were concentrated. We made these answers to find out respondents' feeling of The Callan method lesson.



Do the learners enjoy attending The Callan Method classes?

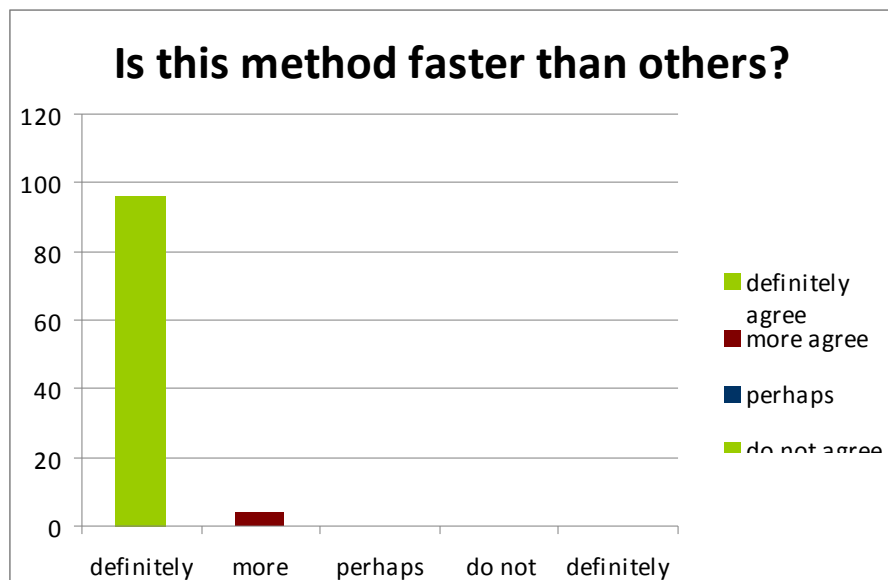
Most of the respondents marked yes, number of them was 89%. This result shows us how the Callan students like their lessons. 8% of the respondents marked answer maybe and 3% marked no. So we realized that only 3 people form 100 did not like Callan lessons.



A traditional method versus The Callan method, which is faster?

This question was only for students who have already tried learning by different method than The Callan Method. We wanted our respondents to compare The Callan method to a traditional method. We focused to speed of learning. This question was one of the

most important for us because it could help us with our third hypothesis which is connected with speed. There were 5 possibilities to answer. For our discovery it was a shock to find out that 96% of students definitely agreed that The Callan Method is faster than others. And 4% agreed partly but this answer is also positive for an argument that The Callan method is faster. Nobody did not doubt about success in speed in The Callan method.



The questionnaire for students contains very precious information about age, gender, profession, reasons why our respondents are learning a foreign language. Next it contains information about level of the respondents, respondents' needs, if The Callan Method is suitable for teaching foreign language, time for preparation for lesson. The questionnaire informs us about problem in Callan learning for students, about a mode of respondents in the class, motivation for students, atmosphere in the classes. The questionnaire for students wanted to find out what they miss in the class and very important thing, speed of learning.

At the moment we can say that The Callan method has more advantages and positive points for students than negative points and negative attitudes. But our final results and findings we place after the second questionnaire and to be concrete the questionnaire for teachers. When we finish our second questionnaire for teachers and lecturers we will confirm or disconfirm our hypothesis.

2.6. Evaluation of the Questionary for teachers

The questionnaires for teachers were given to 50 teachers and lectors, out of which 50 were completed right and sent back. So we can use all and all answers of them. In the first questionnaire we aimed to teachers and lectors because we wanted to explore both sides of The Callan Method students and teachers as well. In our questionnaire teachers had to use their experiences, feelings, opinions and recommendations. We will go through each question and we will analyse respondents' answers. According to their answers we will be able to understand better to learning process foreign language of adults and then our research results help us to confirm or disconfirm our hypothesis. As we go through our questionnaire for teacher we will not use graphs as at the first questionnaire for students, we will only analyse it with words.

1. I recommend The Callan Method for:

The respondents had 3 possible answers. 1. Beginners 2. Little advanced 3. Advanced.

The most answers were for beginners and it was 40% [20 respondents]. The second answer had 50% [25 respondents] and last one was the answer number three 10% [5 respondents]. We found out that teachers' experiences advise The Callan Method for two groups of adult learners for Beginners and Little advanced.

2. Does The Callan Method help to lose fear of speaking in foreign language?

According the respondents answers teachers and lectors who did our questionnaire think definitely yes. 100% said yes this method helps to lose fear of speaking in foreign language. Our result is amazing finding. We understand this method better know and when our results will be known for everyone people definitely will want to try this method we are sure.

3. Does The Callan Method prepare for real life, real English better?

Our next question was a question to explore if this method is better for real life than traditional methods. 80% [40 teachers] of respondents marked yes and only 20% [10 teachers] marked I do not know to answer this question. So our result can help to people who need English for real life, real speaking and real using of foreign language.

4. Have you ever taught by another method?

This question is very important for our work because if the respondents would have marked no, it could have not to compare traditional method with The Callan Method. Unfortunately again 100% [50 teachers] of our answers were yes. At the moment we are

able to say our respondents are able to compare methods. Now our findings will be more trustfulness. Before our research we would have never said that we would have some answers with 100% so we are very surprised again.

5. Do you trust in The Callan Method speed of learning?

This result is also very necessary for us because people [teachers and lectors] who used The Callan method according to their experiences can say if it teaches English faster than other method. Let us see on our results. 90% [45 teacher and lectors] trusted in a speed in The Callan Method. This confirms our hypothesis but we will analyse and confirm the hypothesis later in discussion. But some of our respondents doubt with the speed of The Callan Method to be more concrete 10% [5 respondents] marked an answer: partly trust.

6. The biggest problem in The Callan Method

Our respondents had these possible answers: asking questions, verbalization of learner's feelings and thoughts, content of students books, grammar, creativity and others. Results of this problem were 50% [25 respondents] chose creativity and the same number 50% [25 respondents] chose verbalization of feelings and thoughts. Here teachers can see the biggest problems.

7. Does The Callan Method develop all competences?

80% [40 teachers and lectors] marked answer yes all, almost 10% [4 respondents] chose answer only speaking and finally more than 10% [6 respondents] chose only listening comprehension. Nobody chose these answers: only writing, only reading. For us is good to see results like this because in many publications we can meet opinion that The Callan Method do not develop all competences and our research disconfirm this statement. We trust the teachers and lectors because they meet The Callan Method every day so they are able to consider their answers.

8. Teacher's time for preparation for Callan lesson.

Here we achieved almost the same results as we achieved in the questionnaire for students. Teachers do not spend any time for Callan lesson 50% [25 teachers] and next 50% [25 teachers] need from only few minutes to hour to be prepared for Callan lesson. Here we can see according to our results that The Callan method do not need much time for preparation for lesson. It can help teachers and lectors who are busy and have more jobs and do not have time for preparation.

9. What is dynamics in The Callan Method lessons?

Next question in our questionnaire is about dynamics, that is very important in learning process of foreign language. The respondents had these possible answers: very high, high, normal, low, very low. Without doubt we can say that most 80% [40 teachers and lectors] of our respondents were sure and chose very high dynamics in Callan lesson. 20% [10 teachers and lectors] chose high but that is also very good for The Callan Method. Again we must say that this method is good for people who need excellent speaking and listening competences.

10. Is for lecturer The Callan Method physical difficult?

As we mentioned in the theoretical part, The Callan Method is very physical difficult for teacher so we wanted to know how it works on teachers and lectors. Here are answers: yes, partly, no, do not know. 60% [30 respondents] marked no so this group of teachers do not have problem with it. But 30% [15 respondents] had problem with it and marked partly. 10% [5 respondents] did not know.

11. Will you choose The Callan Method again?

This question is very interesting for us because here we will see how much teachers and lectors trust to this method. They could answer by these answers: yes, maybe yes, maybe no, no and if no they had to write which method would they choose. 84% [42 respondents] marked yes and 16% [8 respondents] marked maybe no. As we go through our research we collect more and more positives results for The Callan Method. We are very curious how our research will finish. If we confirm or disconfirm our hypothesis.

12. Rules for a teacher in The Callan Method

In this part we tried to find out if the rules in The Callan method are big problem for our respondents. Who forgot the rules we mentioned them in our theoretical part. Answers to this statement were: always, often, sometimes, rarely, never, others. 90% [45 teachers] marked rarely and 10% [5 teachers] marked often. Before our collecting data we were discuss these rules because in Slovak school rules like this does not exist so many teacher could have a problem with them and no, according to our result only 10% had rarely problem with these rules in The Callan Method.

13. Do you agree with this statement? The Callan Method students are like clients?

This statement is not fortuity, because as we could see in our theoretical part, students in The Callan method has comfort and he is on the first place. He is the most important part of learning process for The Callan Method. Our results did not finish different and

surprisingly. From answers: agree, little agree, do not know, little disagree, disagree, was only the one marked. 100% [50 respondents] found this statement truthful.

14. A teacher in The Callan Method looks like an actor [well-dressed, smartly dressed, clean, fashionable]

For these statement were possible these answers: yes, more yes, more no, no, do not know. According to the statement above result was not a surprise for us. 80% [40 respondents] chose yes and 20% [10 respondents] chose more yes. Again we can see how important is the Callan student for The Callan Method

15. Effectiveness, minutelion, joy and elegant appearance in The Callan method
We asked teachers and lectors if effectiveness, minutelion, joy and elegant appearance are connected with The Callan Method. They could answer by: strongly agree, partly agree, partly do not agree, strongly do not agree, do not know. 100% [50 respondents] marked strongly agree. The result confirm the seriousness of The Callan Method. Everybody can see how professional is this method.

16. Short expressions [I'm, you're etc.]

Is it a good way how to teach English? For the respondents were prepared these answers: agree with short expressions, do not agree with short expressions, I would use as short expressions as well full expressions, do not know. 20% [10 respondents] agreed with short expressions, 20% [10 respondents] did not agree with short expressions and 60% [30 respondents] would use both. This finding we can describe as not very good result for The Callan Method because as we could see that The Callan Method do not use both and according to teachers it is a mistake.

17. No chatting in The Callan Method

The respondents were asked to chose from answers if this statement si truth because The Callan Method does not allow to chat at the beginning. According to the method that is wasting of time. So our respondents answered this and here are results. 80% [40 teachers and lectors] more did not agree with this statement and 20% [10 teachers and lectors] agreed with the statement.

18. Do you recommend this method to your family or friends?

Again we will see what the respondents thought about this method. 100% [50 respondents] chose answer: without doubt yes. So we can learn from this result. The Callan Method must be very good for students and as we can see also for teachers and lectors.

19. Do you think Callan students are bored in The Callan Method?
90% [45 respondents] thought and marked answer that there is no time to be bored. 10% [5 respondents] . Because of dynamics in the Callan Method there is not time for students to be bored. Tempo si also fast so this result is not surprise for us.

2.7 discussion

With the first questionnaire for students , we managed to get a general profile of the respondents and this aim has been fulfilled. Step by step, question by question we tried to better understand our respondents' minds and expectations of learning English as a foreign language. All questions in the first questionnaire for students were formulated to go deeper and deeper to students personality because we needed to collect as much information connected with our first hypothesis as possible. Also we aimed the questionnaire to find out students' attitude to The Callan Method. We tried to understand by our questionnaire to know more information about problems connected with The Callan Method from student's point of view. Then we made our questions to discover strong sides and advantages of The Callan Method. Everything what we did it was connected with student not a teacher. Next what we wanted to know was how The Callan Method affect students' lives.

Our hypothesis number 1. Is The Callan Method better for students than traditional methods? After our results of the Questionnaire for students we can say that our hypothesis 1. was confirmed. As an evidence of it we want to present results of some questionnaire questions where we can find answers why is The Callan Method better for adult student than traditional methods. According to our results of the first questionnaire students started to learn English to be able to speak fluently and without fear and this Callan Method offers it. Then students answered that The Callan Method do not need any time for preparation for lesson and from student's point of view it is a great advantage. We asked our respondents if The Callan Method is good for them and 97% marked yes. Next there was question if The Callan Method is good to achieve students' aims and 70% marked yes. Finally we would like to mention our question from the questionnaire for students about students' opinion if they improve very fast and 68% agreed and confirmed that yes. We think these evidences are enough to confirmed our first hypothesis.

To know different point of view and to be closer to our second hypothesis: Is The Callan Method better for teachers and lecturers than traditional methods?, we made also a questionnaire for teachers and lecturers. In this questionnaire we tried to find out almost the same information than in the first questionnaire but here we focused for teachers and lecturers, people who teach English by The Callan Method. After evaluating the research results we can also confirm our presupposed second hypothesis if The Callan Method is better for teachers and lecturers as well. In the first questionnaire our results were clear and we were able to evaluate it very well. But our second questionnaire for teachers and lecturers brought more clearly results and it was easier to evaluate it. Firstly we wanted to know for what level of students is The Callan Method the best. Then we tried to find out if the respondents have already taught by different method not only The Callan method. Fortunately 100% of them have already used different methods so they were able to compare them. One result was very surprisingly and it was discovery that 90% of the respondents trusted to The Callan Method that is able to teach a student faster than other method. Teachers presented in the questionnaire that they needed from only few minutes to an hour for preparation for lesson [100% of them, nobody needed more than an hour]. This method saves teacher's free time. Next very important discovery for our research was that 84% of the respondents would choose The Callan Method again so they were satisfied with The Callan Method and its teaching. And finally we would like to show one more result which confirm our second hypothesis, 100% of teachers and lecturers would recommend The Callan Method to their families and friend. This argument showed that The Callan method is success and good for learning. We think that these results were enough to confirmation our first and the second hypothesis. But in our diploma work we presupposed one more hypothesis, hypothesis number 3: The callan method reduces studying time to a quarter of the usual time-is this statement true? To confirm or disconfirm this statement we have to look at some evidences. To confirm the third hypothesis we need to show results of two asked question. One of these questions is from the questionnaire for students and the second one is from the questionnaire for teacher. Both clearly confirm our third hypothesis. We asked the students: Is The Callan Method faster than traditional methods? [this question was asked only those students, who learnt English by different method]. 96% of them strongly agreed and 4% of them partly agreed. We asked the same but in different way our respondents in the questionnaire for teachers and lecturers and result was the same. 90% [45 teachers and

lectors] trust and believe that The Callan Method can teach English faster than other methods. And 10% [5 teachers and lectors] marked that they trust in that partly.

Our research brought us enough information and we were able to confirm our presupposed hypothesis.

Conclusion

The aim of this work was to compare traditional method of teaching English as a foreign language of adult to The Callan Method. Our goal was to find out which of these methods is|are for adult learners and which for teachers and lectors. Also we wanted to confirm or disconfirm if a statement that The Callan method teaches faster than othre methods.

In modern learning process there are new methods like The Callan method, that try to be as close to adult students as possible. Modern methods try to adapt to their learners. Modern method also try to understand learner's needs and according these information there exist method that are very successful and good for adult learners. We thing that the biggest problem for adult learners in learning of foreign language is time. Adults do not have time to sit many hours in school, to spend much time by studying at home. The truth is that they do not have time and energy for themselves, they do not have time to eat during a day, to spend time with their relatives, families, children so how they can learn a foreign language in the best way? They do not have time for anything. We mentioned this problem with time purposely because our diploma work is about adults. In our opinion time is one of the biggest problem in teaching foreign language with adults.

A method, we have chosen for my diploma work, is an ideal way of learning a foreign language for adults. This method is called the callan method and its advantages can help with teaching adults. The method gives us answers how to solve many problems. Time is not only the one but we think that the most important. Callan Method reduces studying time to a quarter, it reduces a student's expenses to a quarter. How can we see, this could be a great solution to our problems. To next advantages of the method you could see in our work.

Why do people need to learn English? Most people in the world today would like to be able to speak English. It might be useful to them for their work, their social life, or for when travelling abroad. However, although they would like to be able to speak it, they are often very reluctant to learn it. The same is true of learning to play a musical instrument - most people would like to be able to play one, but do not want to go through the long, boring and demanding process of learning how to play. The reason for some people's reluctance to learn English is that they find it takes too long, costs too

much but The Callan method reduces learning time so for students it is the cheapest way how to learn a foreign language.

Our diploma work was divided into two parts: one part was theoretical and the second part was practical. In the theoretical part we described learning process. We wrote about adult learning and things connected with it for example social factors, psychological factors, strategies for adult learners, role of the teacher, principles of teaching English. Next we wrote about reasons why adults learn a foreign language and finally in the practical part, in the theoretical part we describe traditional methods and The Callan method. We described their advantages and disadvantages and how they can help to adults to learn foreign language.

The second part of our diploma work was practical part where we collected information and results of two questionnaires about teaching and learning by The Callan method and traditional methods. One questionnaire was for students and the second one was for teachers and lecturers. We tried to collect information about students' opinions on these methods, advantages and disadvantages of the methods. We got also information about teachers' experiences and recommendations.

Before we did our practical part we presupposed these hypothesis:

Hypothesis 1. Is The Callan Method better for students than traditional methods?

Hypothesis 2. Is The Callan Method better for teachers than traditional methods?

Hypothesis 3. The Callan method reduces studying time to a quarter of the usual time-is this statement true?

Our practical part helped us to confirm these hypothesis because finally after questionnaires we confirmed all three hypothesis. We will be very pleased if the results of our diploma work will help some teachers or new adult learners or it could help them to choose a right method for learning a foreign language.

RESUMÉ

V dnešnej dobe ktorá je plná globalizačných zmien, ovládanie anglického jazyka je nevyhnutnosťou a samozrejmosťou pre každého a v každom veku. Ľudia sa chcú učiť anglický jazyk, chcú sa vzdelávať, potrebujú anglický jazyk do zamestnania alebo sú prinútení po skúsenostiach. Aj týmto všetkým sa zaoberá naša diplomová práca kde spomíname dôvody prečo sa dospelí ľudia učia cudzí jazyk, zisťujeme potreby dospelých v edukačnom procese. Táto téma našej diplomovej práce je veľmi obsirna, preto orientujeme svoju pozornosť len na to najdôležitejšie z danej oblasti. Zamerali sme sa na dospelých študentov, na edukačný proces, špecifické potreby, vplyv učenia sa cudzieho jazyka na súkromný život dospelého jedinca a ďalšie dôležité aspekty cudzojazyčnej edukácie dospelých.

Keďže v dnešnej dobe existuje veľa metód na vyučovanie anglického jazyka v našej diplomovej práci sa zameriavame na tradičné a najviac používané metódy na vyučovanie cudzieho jazyka a skúšame ich pomocou nasej praktickej – výskumnej časti porovnať s nie dobre preskúmanou Callanovou metódou.

Takže ako sme už spomínali v teoretickej časti diplomovej práce sme sa zamerali na dospelých študentov, ktorí majú svoje špecifické charakteristiky a potreby pri učení sa cudzieho jazyka. Naším cieľom je priblížiť danú problematiku pretože v edukačnom procese nič nie je preskúmané dostatočne a edukačný proces sa neustále mení a vyvíja. Empirická časť práce sa zaoberá analýzou callanovej metódy a tradičnými metódami. Konkrétne ide o metódy ako priama metóda, gramaticko-prekladová metóda, komunikatívna metóda a už spomínanú najdôležitejšiu metódu callanovu metódu.

Naša práca pozostáva z dvoch hlavných častí a to teoretickej časti a empirickej teda výskumnej časti.

Prvá časť je rozdelená do siedmych kapitol. Prvá kapitola sa venuje edukačnému procesu a porovnávaní dieťaťa a dospelého v edukačnom procese. Rozpisujeme tu aj psychologické a sociálne faktory, ktoré vplývajú na edukačný proces dospelého jedinca. Dospelí študenti sú so svojimi psychologickými a sociálnymi predispozíciami natoľko rozliční od žiakov základných a stredných škôl, že Knowles a Kevis (1975) navrhujú namiesto pojmu „pedagogika“ požívať pojem „andragogika“ v súvislosti so vzdelaním.

Práve preto obsah edukácie dospelých musí čo najviac zodpovedať ich osobitným potrebám, špecifikám a možnostiam. Dospelí majú zmysel pre disciplínu, sústredenosť a pozornosť a vedia vynaložiť obrovské úsilie k dosiahnutiu stanoveného cieľa. Vedia využívať svoje doterajšie životné skúsenosti a je veľký rozdiel v motivácii pretože dospelí majú nesmierne silnú vnútornú motiváciu.

Druhá kapitola sa venuje vyučovacím stratégiám pre dospelých a opisujeme tu klasifikáciu dospelých a štýly učenia. Uvádzame rozdiely medzi študujúcimi a to sú vek, skúsenosti, získané predošlé vzdelanie, schopnosti učiaceho sa alebo spoločenské postavenie.

Tretia kapitola je venovaná rolám učiteľa kde opisujem každú rolu samostatne a porovnávame ju s ostatnými. Tu chceme vyzdvihnúť dôležitosť role učiteľa v edukačnom procese dospelých. Učiteľ sa stáva podnecovateľom, poradcom, manažérom, facilitátorom cudzojazyčného vyučovacieho procesu. Úloha učiteľa v cudzojazyčnom vzdelávaní v posledných rokoch vzrástla a to aj vplýva na zvýšené nároky na osobu učiteľa ako profesionála.

Štvrtá kapitola v prvej časti opisuje princípy učenia sa cudzieho jazyka a opisujeme dôležitosť princípov pre vyučovanie cudzieho jazyka. Zvýrazňujeme aj dôležitosť špeciálnych princípov pre vyučovanie cudzieho jazyka.

V piatej kapitole teoretickej časti sa sústreďujeme na dôvody prečo sa dospelí chcú učiť konkrétny cudzí jazyk. Chceme poukázať ako veľmi dôležitý je cudzí jazyk - v našom prípade anglický jazyk pre dospelých a prečo sa ho čoraz viac ľudí pokúša osvojiť a naučiť.

V šiestej kapitole charakterizujeme veľmi dôležité tradičné metódy na vyučovanie cudzieho jazyka a to priamu metódu, gramaticko-prekladovú metódu, komunikatívnu metódu a už spomínanú najdôležitejšiu metódu callanovu metódu. Zvýrazňujeme ich výhody a nedostatky a ich využitie v edukačnom procese spojenom s vyučovaním cudzieho jazyka.

Siedma kapitola sa snaží čo najviac priblížiť tú najdôležitejšiu metódu našej diplomovej práce a to callanovu metódu. Uvádzame tu čo najviac charakteristík a opisov ako funguje táto metóda na lepšie pochopenie o čom táto metóda je. Tým pádom si vieme lepšie utvoriť názor v čom je táto metóda lepšia ako ostatné a vieme si ju porovnať a bližšie priblížiť. Táto metóda patrí medzi priame metódy výučby. Táto metóda sa vyvíjala 15 rokov na Cambridskej univerzite a zakladateľom tejto metódy je Robin Callan. Callanova metóda je neustála interakcia medzi študentom a lektorom a výučba prebieha tak že lektor, učiteľ neustále a rýchlym tempom kladie otázky na žiaka tým ho núti rozprávať po anglicky už od prvej hodiny. Je to podnet a reakcia a to vo veľmi rýchlom tempe kde musí byť student neustále sústredený a tým pádom je efektivita vyššia. Podľa Callana táto metóda pomáha odbúrať hanblivosť a nechť rozprávať. Veľký dôraz kladie na správnu výslovnosť a chyby sú ihneď opravené. Aj toto sú dôvody prečo je táto metóda tak úspešná.

Druhá časť našej diplomovej práce je výskumná časť

Naším cieľom bolo potvrdiť, či vyvrátiť naše hypotézy ktoré sa zameriavali na to, či je v skutočnosti Callanova metóda vhodnejšia a lepšia či už pre učiteľa alebo pre žiaka. A posledná hypotéza sa zameriavala na rýchlosť Callanovej metódy a v našom výskume sme chceli potvrdiť alebo vyvrátiť vyhlásenie ktoré udávajú všetci, ktorí učia Callanovou metódou, že Callanova metóda naučí anglický jazyk štyri krát rýchlejšia ako iné metódy.

Vo výskumnej časti sme použili dva dotazníky a to jeden pre študentov a druhý pre lektorov a učiteľov. Tieto dotazníky nám poslúžili na preskúmanie našich hypotéz a tak môžeme potvrdiť naše zistenia.

Hypotéza č.1 sa nám potvrdila po spracovaní dotazníku pre študentov kde jednoznačne nadpolovičná väčšina respondentov uviedlo, že už v minulosti využili inú metódu ale v porovnaní s callanovou metódou potvrdzujú jej úspešnosť a tak aj uprednostnenie pred inými metódami pre vyučovanie cudzieho jazyka. Naši respondenti uviedli, že táto metóda má všetko čo potrebujú na splnenie vytýčeného cieľa s prihliadaním na špecifické možnosti a potreby dospelých pri edukačnom procese. V dotazníku respondenti uviedli ako im vyhovuje skoro žiadny čas na prípravu na vyučovaciu hodinu, ako sa im páči odbúranie strachu z rozprávania pomocou callanovej metódy.

Nadpolovičná väčšina uviedla, že táto metóda je dostačujúca na dosiahnutie ich vopred stanoveného cieľa. Callanova metóda im buduje sebadôveru v použití anglického jazyka. Všetky tieto tvrdenia a ešte mnoho ďalších povrdili našu hypotézu č.1.

Hypotéza č.2 sa nám taktiež potvrdila po zozbieraní a spracovaní údajov z dotazníka pre lektorov a učiteľov. Tvrdenia spojené s kladným postojom ku callanovej metóde sú tvrdenia ohľadne prípravy na hodinu, pretože pri callanovej metóde je príprava na hodinu minimálna ako to aj uviedli v dotazníku. Ďalším dôkazom pre potvrdenie našej hypotézy je skutočnosť že nadpolovičná väčšina respondentov by si opäť vybrala túto metódu a tu je vidieť ako sú callanovou metódou spokojní a ako im vyhovuje. Pre nás bol aj rozhodujúcim dôkazom odpoveď na otázku, či by odporučili callanovu metódu aj svojim priateľom alebo rodine kde všetci respondenti odpovedali kladne.

Hypotéza č.3 bola spojená s rýchlosťou naučenia anglického jazyka pomocou callanovej metódy. Pre potvrdenie našej hypotézy sme potrebovali spracovať oba dotazníky a ako výsledok sme dostali jasnú odpoveď od respondentov aj študentov aj učiteľov a lektorov. Otázky pre obe skupiny boli jasne položené, či súhlasia a či si myslia, že callanova metóda je rýchlejšia ako iné metódy. Deväťdesiat percent študentov a nad deväťdesiat percent učiteľov a lektorov učiacich touto metódou súhlasilo a potvrdilo, že callanova metóda je rýchlejšia ako ostatné.

Naša diplomová práca dospela k záveru, že v súčasnosti neexistuje vhodnejšia metóda na vyučovanie cudzieho jazyka ako CALLANOVA METÓDA. Naše tvrdenia a závery sú doložené vyhláseniami a odpoveďami ľudí, ktorí prišli do styku s touto metódou a vedeli ju porovnať s inými metódami, ktoré tiež vyskúšali.

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APPENDIX

Vážený respondent,

Volám sa Marcel Filaga Bc. a som študentom záverečného ročníka pedagogickej fakulty UKF v Nitre, odbor anglický jazyk a literatúra. Pracujem na diplomovej práci, v ktorej sa venujem novej metóde výučby angličtiny dospelých. Cieľom tejto práce je zistiť a analyzovať názory a postoje dospelých ako aj študentov tak aj lektorov. Všetky získané informácie z tohto výskumu budú použité len na účely tejto diplomovej práce. Pri vyplňaní dotazníka sa riad'te pokynmi uvedenými pri každej položke. Vyjadrite sa prosím ku každej otázke.

Ďakujem Marcel Filaga

Dotazník pre študentov.

Vhodné odpovede zakrúžkujte.

Dotazník je anonymný.

1. Pohlavie:

- muž
- žena

2. Vek:

- 18-29
- 30-39
- 40-49
- 50 a viac

3. Povolanie:

- študent
- zamestnanec
- podnikateľ
- iné

4. Potrebujem angličtinu na:

- štúdium (som študentom na strednej alebo vysokej škole)
- na vykonávanie alebo získanie povolania
- pre vyššiu pozíciu v zamestnaní
- pre vlastnú potrebu – chcem sa zdokonaľiť
- iné

5. Som:

- začiatočník
- mierne pokročilý
- pokročilý

6. Najviac sa chem naučiť:

- plynule a bez strachu rozprávať v anglickom jazyku
- počúvať s porozumením
- písať v anglickom jazyku
- čítať v anglickom jazyku
- odborný anglický jazyk
- gramatiku

7. Najviac potrebujem pre svoj život:
- plynule a bez strachu rozprávať v anglickom jazyku
 - počúvať s porozumením
 - písať v anglickom jazyku
 - čítať v anglickom jazyku
 - odborný anglický jazyk
 - gramatiku
8. Čas, ktorý venujem príprave na hodinu:
- žiadny
 - pár minút až hodinu
 - viac ako hodinu
 - viac ako dve hodiny
 - iné
9. Vyhovuje Vám táto metóda?
- áno
 - nie
 - neviem posúdiť
10. Myslíte si, že táto metóda je dostačujúca na dosiahnutie Vášho cieľa pri učení sa cudzieho jazyka?
- áno
 - nie
 - neviem posúdiť
11. Je pre Vás problém pracovať vo dvojici alebo v skupinách?
- áno
 - nie
 - neviem posúdiť
12. Je pre Vás problém rozprávať v anglickom jazyku?
- áno
 - nie
 - niekedy
 - často
 - neviem posúdiť
13. Ste na hodine:
- aktívny
 - pasívny
 - neviem posúdiť

14. Mám problém s:
- so správnou výslovnosťou
 - písaním
 - čítaním
 - porozumením počúvaného textu
 - nemám problém
15. Vedel by som sa dohovoriť s anglicky hovoriacim človekom?
- áno
 - nie
 - neviem posúdiť
16. Nudíte sa na hodinách?
- áno
 - nie
 - neviem posúdiť
17. Ak by ste sa chceli naučiť ďalší cudzí jazyk, vybrali by ste si túto metódu?
- áno
 - nie
 - neviem
18. Tešíte sa na hodiny?
- áno
 - nie
 - neviem
19. Ste dostatočne motivovaný na hodine?
- áno
 - nie
 - neviem posúdiť
20. Atmosféra počas vyučovania callanovou metódou je
- výborná
 - veľmi dobrá
 - dobrá
 - dostačujúca
 - nevhodná na učenie

22. Učenie callanovou metódou obsahuje autentické materiály z reálneho života

- áno
- viac áno
- viac nie
- nie
- neviem posúdiť

21. Čo je podľa Vás zanedbávané na vyučovaní callanovou metódou?

- písanie
- vyjadrenie svojho názoru, potrieb, pocitov
- iné (uved'te)

22. Veríte si viac s Vašimi vedomosťami z anglického jazyka po absolvovaní callanovej metódy

- áno
- nie
- neviem

24. Cítite, že napredujete rýchlym tempom?

- áno
- viac áno
- bežné tempo
- viac nie
- nie

23. Callanova metóda je vhodná pre dospelých (očísľujte podľa poradia 1 najvhodnejšia odpoveď 1 najnevhodnejšia 6) pretože

- nie je potrebná žiadna príprava na hodinu
- vďaka tejto metóde sa ušetrí čas na štúdium pretože naučí 4x rýchlejšie ako iné
- odbúrava hanblivosť rozprávať a dorozumieť sa
- heslo opakovať opakovať opakovať je veľmi vhodný pre dospelých
- je efektívna a úspešná
- je najlacnejšia pretože náklady sú 4x lacnejšie

24. Na hodine som

- koncentrovaný
- unudený
- motivovaný
- teším sa z učenia

25. Chodím na hodiny callanovou metódou rád?

- áno
- možno
- nie

27. Je táto metóda podľa Vás rýchlejšia?

- plne súhlasím
- čiastočne súhlasím
- možno
- nesúhlasím
- plne nesúhlasím

28. O koľko krát viac prichádzam do styku s reálnou (tempo, dynamika, skratky...) angličtinou u callanovej metóde ako u bežnej metóde?

- 1x viac
- 2x viac
- 3x viac
- 4x viac
- 5x viac
- nad 5 krát
- neviem posúdiť
- neviem posúdiť pretože som sa neučil druhou metódou

Dotazník pre Lektorov

Vhodné odpovede zakrúžkujte.

Dotazník je anonymný.

1. Pre koho odporúčate callanovu metódu?pre
 - úplných začiatočnikov
 - mierne pokročilých
 - pokročilých

2. Myslíte si, že callanova metóda odburáva strach z rozprávania?
 - áno
 - možno
 - nie

3. Callanova metóda pripravuje lepšie na angličtinu ktorou rozprávajú rodení v anglicky hovoriacich krajinách, pretože dodržiava rýchle tempo
 - súhlasím
 - nesúhlasím
 - neviem posúdiť

3. Učili ste už niekedy inou metódou?
 - áno
 - nie

4. Veríte tomu, že callanova metóda naučí študenta rýchlejšie ako iná?
 - pevne tomu verím
 - čiastočne tomu verím
 - možno tomu verím

5. Uved'te ktoré z nasledujúcich problémov callanovej metódy je najzávažnejší
 - ťažšie sa študenti učia kladenie otázok
 - nedostatok vyjadrenia svojich pocitov a myšlienok
 - obsah kníh (zvláštna a zastaralá slovná zásoba a nevhodné témy)
 - gramatika
 - kreativita
 - iné

6. Rozvíja callanova metóda všetky kompetencie?
 - áno všetky
 - len rozprávanie
 - len čítanie
 - len písanie
 - len počúvanie s porozumením

7. Čas, ktorý venujem príprave na hodinu:

- žiadny
- pár minút až hodinu
- viac ako hodinu
- viac ako dve hodiny
- iné

8. Aká je dynamika vyučovacej hodiny

- veľmi veľká
- veľká
- bežná
- nízka
- veľmi nízka

9. Callanova metóda je fyzicky veľmi náročná. Ako lektor s tým máte problém?

- áno
- čiastočne
- nie
- neviem posúdiť

10. Vybrali by ste túto metódu aj po druhý krát?

- áno
- asi áno
- asi nie
- nie

Ak nie akú metódu by ste vybrali?

11. Robí Vám problém dodržiavať pravidlá pre učiteľa, ktorý vyučuje callanovou metódou

- vždy
- často
- niekedy
- občas
- nikdy
- iné

12. Súhlasíte s výrokom: Callanova metóda berie svojich žiakov ako zákazníkov a poskytuje im plný komfort?

- súhlasím
- mierne súhlasím
- neviem
- mierne nesúhlasím
- nesúhlasím

13. Súhlasím s postojom akým callanova metóda núti učiteľa/lektora obliekať sa pekne, slušne, múdro. Citujem z pravidiel „učiteľ je ako herec, ľudia sa na neho dosť dlhý čas pozerajú a preto by mal byť upravený“

- áno
- viac áno
- viac nie
- nie
- neviem posúdiť

14. Je callanova metóda spojená s týmito výrazmi? EFEKTÍVNOSŤ, PUNKTIČKÁRSTVO, POTEŠENIE A ELEGANTNÝ VZHĽAD ?

- plne súhlasím
- čiastočne súhlasím
- čiastočne nesúhlasím
- plne nesúhlasím
- neviem posúdiť

15. Callanova metóda používa len skratky (I´m, you´re atd.) Myslíte si, že to je vhodné zo strany žiaka? Je to vhodný spôsob pri učení cudzieho jazyka?

- nesúhlasím s týmito skratkami
- súhlasím s používaním skratiek
- zaradil by som do vyučovacieho procesu aj skratky aj plné výrazy
- iné (uved'te)

16. Callanova metóda neumožňuje žiadne rozhovory na začiatku. Žiadne „kecanie“. Podľa tejto metódy je to mŕňanie času.

- súhlasím s touto myšlienkou
- čiastočne súhlasím s touto myšlienkou
- viac nesúhlasím
- nesúhlasím s touto myšlienkou
- iné (uved'te)

17. Myslíte si, že táto metóda dáva možnosť študentom vyjadriť svoj názor a rozprávanie o tom, čo majú radi a vyjadrenie svojich pocitov?

- v žiadnom prípade nedáva
- niekedy dáva
- vždy dáva priestor na vyjadrenie
- iné (uved'te)

18. Odporučil by ste túto metódu aj svojej rodine? Priateľom?

- bez váhania áno
- viac áno
- možno
- viac nie
- nikdy by som neodporučil túto metódu
- iné

19. O koľko krát viac prichádza študent do styku s reálnou (tempo, dynamika, skratky...)angličtinou u callanovej metóde ako u bežnej metóde?

- 1x viac
- 2x viac
- 3x viac
- 4x viac
- 5x viac
- nad 5 krát
- neviem posúdiť
- neviem posúdiť pretože som neučil druhou metódou

20. Máte pocit, že študenti sa nudia na hodine? Alebo majú nejaký nevyužitý čas na hodine?

- v žiadnom prípade sa nenudia a nie je tam žiadny nevyužitý čas
- možno niekedy a možno nejaký nevyužitý čas tam je
- neviem posúdiť
- častejšie sa nudia a častejšie tam majú nevyužitý čas
- väčšinou sa nudia a väčšinou majú nevyužitý čas