

### **Further information**

If the student requires any further information regarding the Method, he should consult the Student's Handbook that accompanies the Callan Method, or speak to the director of his school.

If there is anything about the school that upsets the student, he should not hesitate to make his dissatisfaction known – preferably to a senior member of staff. A good private school welcomes complaints. Only in this way can it give a good service.

### **HOW THE STUDENT CAN ENSURE THE METHOD IS BEING CORRECTLY USED**

Any student studying at a private school should read the following points very carefully before he begins his studies, so that he has an idea of how his teacher should be using the Callan Method. If his teacher does not use the Method correctly, it could double the student's studying time, which, at a private school, can be very expensive.

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One of the problems with a new invention is that people tend initially to misunderstand it, and consequently misuse it. Human nature being what it is, people often cannot resist the temptation to tamper with the works and change things to suit their own ideas and theories. Like a camera, a car, a photocopying machine, or a cooking recipe, the Callan Method will not work to its full potential unless its instructions are carried out very carefully. Nine teachers out of ten, of course, follow their instructions carefully all the time, but the tenth teacher might occasionally forget one or two points. If he does, the student should personally remind him of them, or he should speak to the secretary or to the director of the school about it, or write an anonymous letter to the school giving the name of the teacher, the name and time of the course, and the points which the teacher is overlooking. Speaking directly to the teacher would, of course, have to be done very tactfully and diplomatically, however, otherwise it might destroy the friendly atmosphere in the classroom and upset the pleasant teacher-student relationship; whilst speaking to the secretary or to the director is rather like going behind the teacher's back. Probably the best way, therefore, is by anonymous letter.

The student should not be afraid to complain. He must remember that, if he is at a private school, he is a paying customer, and, as such, is entitled to a good service. Both the school using the Callan Method and its teachers want to give the student an

excellent service. The school cannot do this without the student's help, as it is not possible for the school to know what is going on inside each classroom the whole time. Whatever happens, the student should not suffer in silence. If he does, he will eventually leave, and this would upset the school and the teachers far more than any complaint.

A private language school is in the same line of business and functions in the same way as a hotel or a restaurant. It depends for its success on giving the public a good service. The relationship between teacher and student is similar to that between an actor and his audience. The teacher is on stage, but does not know if he is giving a good performance or not. He cannot see himself as others see him. An actor is clapped or booed, but a teacher only knows he is upsetting his audience if his audience complains.

Naturally, like anyone else, the teacher does not like being criticised, but, if it is done pleasantly, he will accept it in order to know what it is that is upsetting his students.

The following are the main points that some teachers tend to overlook:-

### **Keeping strictly to the Method**

Like the student, the teacher is asked to adhere strictly to the Method and accept it without question. Such an attitude would be unthinkable in any other subject, such as history or literature, but a language is a skill subject. The real reason, however, for accepting the Method without question is that it works, and obtains the results the student and teacher desire. If the teacher did not stick rigidly to the Method, it would be unfair on his students, who come to him (or his school) to be taught by the Callan Method, not by his version of that Method. Some teachers are like actors who are not content to act in a play; they want to produce it, direct it and write the script.

### **Punctuality**

Teachers often fail to see the importance of punctuality. They do not realise that they are not just late for work, but are keeping paying customers waiting, which means the customers are paying for something they are not receiving. If, for example, the lesson occasionally begins five minutes late, it should end five minutes late. If it does not, the teacher could be robbing the student of 10% of his studying time, thus increasing the overall length of the course. The school should ring a bell to mark the beginning and end of each lesson, so that the student can see that he is not losing any part of his lesson.

## **Dress**

Many teachers at schools using the Callan Method, being young, tend not to realise that certain jobs require certain ways of dressing. Like a public figure, a teacher has to be smartly dressed, because people have to sit and look at him.

## **Ask him a question**

As the teacher comes through the door at the beginning of each lesson he should point to the student on his left and then to one on his right and say "Ask him a question". The students then have a quick round of questions whilst the teacher is arranging his books. This gets the lesson off to a fast start and gives the students a chance to practise forming the interrogative and to compose free questions. The same procedure should also be adopted at the end of each lesson. It does not matter if the round of questions is completed, the important thing is that the lesson gets off to a fast start.

## **Standing up**

When asking the students questions, the teacher should be walking around behind his desk, and be about one metre away from his book. If he sits down, he is much less dynamic, the lesson moves at a slower pace, the students lose concentration and become bored, and their rate of learning slows down. The teacher can, however, sit down when giving a reading or a dictation.

## **Bookrests**

The teacher should not teach with his book flat on a table. He should have it inclined on a bookrest or a lectern, so that he does not have to keep bending his head down to read the questions. Such an action is very disconcerting to an audience, and lacks naturalness.

## **Asking each question twice**

The teacher should always ask each question twice at top speed, and immediately start off the answer for the student by giving him the first two or three words of the answer. For example, "Is the table behind me? Is the table behind me? No, the table...".

## **Dragging the answer out of the student**

The teacher should not wait a second for the student to answer, but should immediately begin dragging the answer out of him by a pushing and pulling process.

### **Not a moment's silence**

There should not be a moment's silence in the lesson. The teacher and students should be speaking every second. There should be a minimum of 210 words a minute spoken in the air by a combination of teacher and students, that is, a total of 12,600 words spinning around in the room per hour. With this number of words going into the student's ears, he learns English in a quarter of the time. With other methods of teaching only about 3,000 words are spoken in the lesson.

### **The teacher should never stop talking for a second**

The teacher should never stop talking for a second during the entire lesson. He should answer with the student even when the student does not need his help. He should also read with the student. In this way, he holds the attention of the other students. Such constant talking is not tiring for the teacher, as he has everything prepared for him by the Method, and the lesson is carefully divided up to rest his voice. Other forms of teaching are far more exhausting.

### **Quick fire questions**

The moment a student has finished answering a question, the teacher should jump onto another student with the next question.

### **A fair share of the questions**

The teacher should ensure that each student receives more or less the same number of questions as the other students in the class.

### **Correcting pronunciation**

It is extremely important for the teacher to correct the student's pronunciation. In the first half of Book One, for example, he should make a correction in almost every sentence. After that it might only be necessary in every two or three sentences. His correcting should be done quickly by imitating the student's mistake. For example, "No, no, not 'thees ees', but 'this is', repeat 'this is'."

### **Listen to the tapes for the correct manner of teaching**

If the student wishes to hear how a Callan Method lesson should be given, he should listen to the tapes that go with his books. On the tapes there is a demonstration lesson being given by an expert teacher. For a more accurate idea of how the lesson

should be given. The student could ask his school to show him the teacher's training video that goes with the Method.

### **Intercoms**

To help ensure that the teachers at a school are all using the Method correctly, the school should have intercoms installed in each classroom, so that the director can listen in to the lessons at any time.

### **The number of revisions**

It is extremely important that the teacher revises each lesson a sufficient number of times, so that all the students in the class can understand his questions when he speaks at top speed. If the students do not hear the questions a sufficient number of times, they will never develop any speed of speaking or understanding. Calculating the correct number of revisions, therefore, is of the utmost importance. If the student under-revises (or even over-revises), it lengthens his studying time considerably. If the teacher under-revises, he will confuse the student, whilst if he over-revises, he will bore him.

Students are divided into five categories: Exceptional; Fast; Average; Fair and Slow. About 5% of students at a school can be considered exceptional; 15% Fast; 60% Average; 15% Fair; and 5% Slow.

Exceptional Western-European complete-beginner students will usually cover 12 new paragraphs of the Method books per 50 minute lesson, whilst Fair students will cover 8; Average 6; Fair 5; and Slow 4. If students cover less than 4 paragraphs a lesson, it could mean that the teacher is not using the Method correctly.

As regards revision, Exceptional students will only need to revise the material taught in each lesson, twice, whilst Fast students will need to revise it 3 times; Average 4 times; Fair 5 times; and Slow 6 times. The number of Revisions a course requires, does not remain constant. If a class has suffered absenteeism over a period of time or has reached a difficult part of the Method, it will slow down, which means that the teacher will have to increase the number of Revisions. If, on the other hand, a class speeds up as it begins to master the language, the number of Revisions will need to be reduced.

### **The number of Readings and Dictations**

Exceptional students, being natural linguists, will not need to do every Reading and every Dictation. They will need to do only 1 Reading and 1 Dictation in 3, whilst

Fast students will need to do only 1 Reading and 1 Dictation in 2; Average students will need to do all the Readings and all the Dictations once; Fair students *perhaps* all the Readings and Dictations twice; and Slow students *perhaps* all the Readings and Dictations 3 times.

Sometimes a teacher will forget to give a Reading or a Dictation during the lesson. When this happens, the students should remind him of it. If the teacher does not calculate the number of Revisions, Readings and Dictations correctly, it can, as already stated, enormously increase the student's studying time. A Callan Method school in Western Europe, for example, was taking 105 hours (instead of the usual 40) to get its *average* students through book One of the Method, because it was getting them to do each Reading and Dictation three times, and was revising to excess.

### Chatting

The teacher is told that he must not hold free conversation during the lesson in any form whatsoever with his students, not even for a minute. It is an extremely slow way of learning a language, and eventually bores the students. The teacher is asked to stick rigidly to the questions and answers in the Callan Method books. The students can help him in this by not encouraging chatting. Chatting can be done before or after the lesson.

### What exactly is meant by chatting

The definition of "chatting" is when the teacher enters the classroom and says, for example, "Hallo, how are you all? Did anyone see that film on television last night about the hydrogen bomb? What did you think of it?". Those students who are interested, then start chatting to the teacher about the threat of nuclear war. This wastes five minutes of the lesson when nothing is being learned and three-quarters of the students are sitting in silence. This five minutes represents 10% of the lesson, which means the students will take 11 months to finish their course instead of 10.

Another example of chatting is after the teacher has asked a question such as "If you were a millionaire, where would you live?" and the student answers that he would live in the South of France, and the teacher and student start chatting about the South of France and why the student would like to live there. All such chatting is a very great waste of time. The student has not the ability to chat at that stage of his studies. If he had, he would not need to be at the school. After the student has completed all the Callan Method books, he has sufficient knowledge and fluency to chat without wasting everyone's time, but by then he does not need the school any longer.

It can be seen that if the teacher starts each lesson five minutes late and chats for five minutes, he adds 20% to the students' studying time, turning a 10-month course into 12 months.

As chatting is one of the very greatest of problems, the student should politely remind his teacher who indulges in it that he, the student, comes to the school to learn English and not to waste his time listening to the teacher's views on politics, the cinema, or any other subject. It is he, the student, who wishes to do the speaking, and his English is not yet good enough to allow him to take part effectively in a conversation on any particular subject.

### **Breaking in a new student slowly**

When a new student joins the course, he should tell the teacher he is new, just in case the teacher has not taken that particular class before and has not been informed that the student is new. The teacher should then not ask the student any questions during the first lesson. This is to acclimatise the student to the course. At the end of the lesson the teacher should ask the student if he found the course too fast or too slow for him. If the student feels reasonably confident, the teacher, during the second lesson, can ask him one or two easy questions, whilst in the third lesson he can treat him as any other student. If this slow breaking-in process is not gone through, the student can feel very uncomfortable in front of a crowd of strangers. He needs time to accustom himself to the teacher's voice and to the speed of the lesson. If, after the third lesson, the student still feels very uncomfortable in the course, the teacher should perhaps think of having him moved to a more suitable course.

### **Bookmarkers**

Before each lesson, the teacher should put bookmarkers in his book to show him where the revision starts and ends, where the new work begins, and where the dictations and readings are to be given. If he does not do this, he is in danger of wasting time in the lesson whilst he looks for his place.

### **Pointing at the student**

The teacher should not use the student's name when asking him a question: it slows down the lesson. Instead he should point to the student he wants to answer the question (preferably with a pencil rather than with his finger).

### **Changing the questions**

Each question in the Method is carefully put together in order to obtain maximum effectiveness. The student should therefore ensure that the teacher does not change

the wording of the questions in any way. He can do this by checking the questions in his own book, which is identical to the teacher's, except for the lesson instructions found in the teacher's book.

As an example of the teacher tampering with the questions, we have the question "Is every woman in the world beautiful?", to which the reply is "No, not every woman in the world is beautiful, but some are beautiful and some are ugly." The teacher might change the word "woman" to "flower" in order not to offend the feminists, but that destroys the purpose of the question which is to elicit the words "some ... some" and "ugly" from the student. With the word "flower" the student could answer "Yes, every flower is beautiful", which is too easy an answer. No question in the Method is intended to be anti-feminist, or to have any political or religious overtones. In fact, the teacher is told to stay off all such subjects, as he is teaching English, not politics or religion. In the case of the above question, some teachers, continuing to change the word "woman" to "flower", eventually made it necessary for the Method to change the word "woman" to "town".

### **Criticism of the Method**

There is a type of teacher who does not particularly enjoy teaching, and especially teaching with the Callan Method, which does not allow him to teach in his own way, using his own theories of teaching. If he is working at a private school outside his own country, he might have taken the job just to enable him to see something of the world and learn a foreign language. He might therefore criticise and denigrate the Callan Method and pick holes in it. He might, for example, try to argue that considerable advances have been made in the teaching of English since the Callan Method was invented, and that there are other, equally valid, ways of teaching. Unfortunately, since about 1950, when English started to become the international language in a big way, there have been virtually no significant advances in the teaching of the language. There have been many experiments and many theories put forward, but the language has continued to be taught in the same old, confused manner. The only major improvement that has taken place is the establishment of training centres to provide teachers with four-week courses in the general principles of teaching English.

The Callan Method is not perfect. It would be very strange if it were. There are perhaps a few very minor ways in which it could be improved, but CM● has found it is not worth making changes just to save about half of one percent of the student's studying time.

If the teacher does not agree with the Callan Method, therefore, he should either use it as it is intended to be used, or teach in the traditional manner at a traditional



school, or give up teaching altogether. It is very unfair on his students to use the Callan Method and then change the way in which it is meant to be taught. He will not obtain the desired result.

The Callan Method protects the student against bad teaching. If it is taught correctly, it is impossible not to obtain an excellent result. The Method instructions lay out precisely how the Method is to be used, so it is up to the student to ensure that his teacher uses it correctly.

There is also a type of teacher who may enjoy teaching but also enjoys criticising everything and taking an anarchic and contentious view of life in general. Whatever party is in government in his country, he will automatically oppose it, on principle. He is the type of person that, if friends suggest that he and they should go to the cinema, he will say "No, let's go to the theatre". If they then agree to go to the theatre, he will say "No, on second thoughts, let's go to the cinema". When coming out of the cinema, he will say that the film they have just seen was "a load of rubbish" even if it had won an Oscar. If he had a drive in a Rolls Royce and its radio did not work perfectly or was slightly out of date, he would say that the whole car was worthless. He behaves like this, in an attempt to assert his authority and appear clever. He seldom puts forward reasoned, constructive arguments. With the English-teaching profession drawing its teachers from all walks of life, it attracts a more than usual number of such people, which a school and its students have to be on their guard against. The Callan Method should be judged entirely on its results. Such a profession also attracts more than its share of restless individuals who find it difficult to fit comfortably into society. It must be stressed, however, that only about one teacher in ten is of this type.

### **No extra material**

The teacher should not use any other material than the Callan Method books.

After finishing Book Two or Book Three of the Method, some teachers, and some schools, think that the Method needs livening up with a little bit of colour, and consequently introduce other books into the lesson. If, by introducing such books, the school can still guarantee the student success in the Cambridge exams in the same number of hours guaranteed by the Callan Method, i.e. about 80 hours for the Preliminary and 160 hours for the First Certificate, then fine; but experience has shown that the number of hours is always greatly increased.

Learning a foreign language is very interesting for those who like learning foreign languages. However, most students do not study English because they have a passion for learning languages, but because they need it for purposes of international

communication. Consequently, they want to learn it as quickly and as painlessly as possible, and the pain is best reduced by speed, not by trying to add colour. Experiments have shown that adding colour slows down the lesson and eventually increases the boredom.

Some teachers and schools try to combine the Callan Method with the traditional forms of teaching. They might give their students half the lesson on the Method and spend the other half getting their students to do grammar and writing exercises, translations and free conversations. As elsewhere indicated, this will just double the students' studying time unnecessarily.

### **Correcting dictations**

The teacher should see to it that the students start correcting their dictations at the end of each lesson before he leaves the room. If the students do not correct their dictations, it means they have wasted their time doing them.

### **Exam books**

Only when preparing directly for an exam, such as a Cambridge Certificate exam, should the teacher use any other than a Callan Method book, and only then with students who have actually enrolled for the exam. Such non Callan Method books should consist only of past examination papers aimed at giving the students practice in examination technique.

### **The number of exam preparation lessons**

The number of lessons given to a course in preparation for a Cambridge exam should always be kept to a minimum. The student does not improve his ability to speak English very much by working through past examination papers and neither does he increase his vocabulary, unless the papers are revised systematically two or three times. His time is therefore more profitably spent continuing to study with the Callan Method or going through a complete revision of the Method to fill in the gaps in his memory. A great deal of the new vocabulary he picks up from the past examination papers is not essential to the actual passing of the exam. It is included to see if the student is capable of grasping the general meaning of a text without necessarily knowing the meaning of all the words.

As a rough guideline, only about 7% of a course should be given over to preparation for an exam. For example, if the average student is given a guarantee for 240 lessons for the Cambridge First Certificate, he would spend about 17 lessons in direct preparation for the exam, and certainly no more than 10% (24 lessons). Many

students need only a 5% (12 lessons) preparation. Some non-Callan Method schools give several months of preparation, which is quite unnecessary and very wasteful of the student's time and money. For the Preliminary, the above 17 lessons would be reduced to 8 or 9.

### **All Callan Method books should be taught in the same way**

There is a tendency among some teachers to slow down the pace of the lesson after Book Three of the Method has been completed. This is wrong. The pace and verve of the lesson should be maintained throughout the entire Method. The questions should be asked twice at top speed and the answers dragged out of the students immediately, even when going through past examination papers.

### **Opening windows**

A school classroom is used by several students per hour for several hours a day. If the windows and doors are not left open after each lesson, the oxygen, essential to the clear functioning of the brain, gets used up and students begin to feel drowsy. The students should remind the teacher to open the windows and doors after each lesson, or even open them themselves.

### **The teacher's accent**

Each part of the world where English is spoken has its accent - Scots, Irish, Welsh, American, Australian etc. - and each area of each country also has its accent. In England, for example, there are the accents of London, Yorkshire, and Somerset, to name but three, whilst in America there are the accents of New York, Texas and the Mid-West. From the student's point of view this can be very confusing. It is difficult enough for him to learn English, without being faced with different accents. His teacher should therefore try to speak standard English, that is, neutral English: English without an accent. It is not usually difficult for the teacher to do this. It is normally just a question of adjusting two or three vowel sounds. If the student wishes to know what standard English sounds like, he should listen to the Callan Method tapes, or, where possible, listen to the newsreaders on the BBC.

Standard English pronunciation originated from the area formed by the London, Oxford and Cambridge triangle. This does not mean that everyone in this area speaks standard English, any more than it means that everyone outside this area speaks with a regional accent. A teacher from Liverpool, Glasgow or Australia could speak standard English, whilst a teacher from London might speak with a Cockney accent. So much depends upon the teacher's education, background and experience in life.

### **The teacher who cannot accept the Method**

As already pointed out, and should be repeated here, there are a few teachers who find it very difficult to accept the rules of the Callan Method. Such teachers are usually of a type that prefer to do things *their way*. Ignoring the rules, however, is very unfair on the students, as it lengthens very considerably their studying time. These teachers should therefore either accept the rules; use some other method; or take up some other form of employment, allowing others, more suitable, to do the work. It is generally found, however, that such independently-minded teachers enjoy using the Method once they accept its rules and become accustomed to using it.

### **Write to CMO**

If the student is studying at a school that is not using the Callan Method correctly, or is advertising itself incorrectly by giving the public the impression that it is a Callan School, he could write to the Callan Method Organisation (CMO) in London to inform it of the fact.

CMO has little authority or control over any school, and cannot oblige a school to use the Method correctly, but it can pass on to the school any complaints it may receive from students, explaining that it is in the school's own interest to use the Method correctly and to use it to its fullest potential. Also the school will find it easier to attract good teachers if it maintains a good reputation.

When writing to CMO, the student need not give his name and address (just that of the school) if he does not wish to get involved in any arguments with his school. Even if he did give his name and address, CMO would not disclose them. There is no point in upsetting the student-school relationship; but at the same time the student should not suffer in silence.

Before writing to CMO, however, the student should try complaining directly to the school or sending it his complaint anonymously by post if the school does not have a complaints box. Some schools have a system of complaints forms which the student can fill in and either send to the school or deposit in an unobtrusive place at the school. Alternatively, he should look for another school using the Callan Method at which to study. He should only write to CMO as a last resort.

Any school advertising itself as using the Callan Method, but failing to use it correctly, is like a manufacturer who advertises a car as doing 100 miles an hour when in fact it does only 60 miles an hour. In most countries there is a Trades Descriptions Act to protect the customer against such deceptive advertising. The

customer is entitled to receive the goods described in the advertisement. If we book in at a first-class hotel, we expect a first-class service, not a second class one.

The student must always remember that if the Method is not being correctly used, it is his time, money and energy that are being wasted, not the school's. Even if the school gets him the result in half the normal time, it is not good enough - it should be getting him the result in a *quarter* of the normal time.

### **The guarantee is the best assurance**

The best indication that the teacher is using the Callan Method correctly is, of course, the guarantee he, or the school, has given the students. If the students have been given guarantees for their exams or levels they wish to reach in the number of hours recommended by the Callan Method, it is a fair indication that the teacher is using the Method reasonably correctly, because otherwise he would not be able to obtain the results in that number of hours.

### **SAMPLE DICTATION RESULTS OF THE CALLAN METHOD**

The following are a few results (taken from among many hundreds like them) of the Callan Method, designed to give the reader an idea of what the Method can achieve.

The results were obtained under laboratory-like conditions at an 8-classroom Callan Method school in Italy in a period around the end of the 1960s and beginning of the 70s whilst the Method was still being refined. They are not selected to show just the cream of the cream of Callan Method students, but also something of a cross-section of students - for example, a girl of 11, the average state-school child, a lady of 59 and a little boy of 6. Some of the results are so phenomenal that they are extremely difficult to believe - they seem humanly impossible. This is why the students were asked to write their names and addresses on their papers, together with the number of hours they had studied with the Callan Method.

None of the students had studied English before beginning with the Callan Method, and though some of them were of above-average ability, none of them were of a type that had an exceptional flair for language learning. More recent results could have been used, but it is difficult today to find complete-beginners in English, especially whole classes. Most European students these days study English at state school, travel abroad, and watch satellite television in English. The students whose results are shown here had studied French at state school, had no tapes at home, had never been abroad, and satellite television had not yet come into existence, which means that they learnt all their English with the Callan Method. Today, such students would reach the same levels in 10% to 20% less time.

As the students took a varying number of lessons per week, for the sake of simplicity the results are calculated (except where otherwise stated) as though they had all studied an hour a day.

The dictation of the first set of results is taken from an exam that was given at the end of Book One of the Callan Method. It contains 100 words, all of which can be found among the 1000 most-commonly-used words of the language - words which are (or should be) found in any Book One of any method. The sentences in the dictation are not connected, thus making it possible to pack them with the maximum number of difficult words. The number of mistakes each student made is shown in the top right-hand corner of his or her dictation.

Any Callan Method teacher can obtain similar results to those shown here (taking into account national or regional differences), but only if he follows the Method's instructions to the letter, and does not try to impose his own ideas upon the Method. It is in the student's own interests, therefore, to see that his teacher keeps strictly to the Method's instructions. Nothing works if instructions are not carefully followed.

A Callan Method school should have on the walls of its reception a cross-section sample of the results it has obtained with its own past students together with their names and addresses (with their permission of course). Above all, it should have samples of dictations (with their translations) written by its average students on completion of Book One of the Method. The *average* student whose mother-tongue is of Latin or Germanic origin should take about 40 hours (48 fifty-minute lessons) to reach such a level. If he takes more than 50% above this, i.e. 60 hours (72 fifty-minute lessons), it is very doubtful that his teacher or his school is using the Method correctly. This will also be the case if he takes more than 120 hours (144 lessons) instead of the usual 80 to reach the level of the Cambridge Preliminary, or more than 240 hours (288 lessons) for the First Certificate. Other nationalities will, of course, usually take about 25% more than this.

Having seen such results, a student can then go to the other schools in his town and ask to see the dictation results they obtain after the same number of hours, and make a comparison. If one is going to have a house built, it is only sensible to go to all the builders in the town and ask to see some houses they have built in the past and to ask their occupants how much their houses cost and how long they took to build.

It would be very difficult for a school to fabricate its results, as it would need the co-operation of its students, some of whom would probably be known personally to the student making the enquiries, as they might live in the same area of the town as he does.

When making enquiries at the various schools in his town, the student should, if possible, go with a friend who knows English quite well so that he can judge the schools' results more accurately.

Each school will have its star students, so it is important to compare like with like, i.e. the best students of one school with the best of another, the average of one with the average of another, and soon. The fastest student to complete Book One of the Callan Method was Mr. Coppola (in 15 hours). With any other method such a student would have taken at least 60 hours.

Ideally, a local newspaper should carry out a survey of the results obtained by the schools in the student's town and publish it. It could, for example, ask to see a class of Callan students given a dictation, and then see the same dictation given to students at the other schools who had studied the same number of hours as the Callan students. Then, conversely, see the Callan students given dictations that the students at the other schools had been given. The results would be quite astonishing. The Callan students would find the dictations of the other schools incredibly easy, whilst the students at the other schools would find the Callan dictation incredibly difficult.

As elsewhere pointed out in this book, a dictation is one of the best yardsticks for judging a student's ability and level of English and for comparing one method with another, as it shows how much the student understands of what he hears, and if he is able to reproduce it correctly. The mark a student obtains in a dictation is found to be more or less the same as the overall mark he obtains in a thorough exam consisting of a translation, composition, conversation, etc. All the Callan students, for example, were able to translate the dictation and use its vocabulary in conversation.

The level of English of the Book One dictation is about two-thirds of the way to the level of the Cambridge Preliminary, which Cambridge University state takes the average student about 350 hours (about 4 academic years) to reach. Two-thirds, therefore, equals 233 hours. The Callan students represented here took between 15 and 71 hours to reach the same level. In their ability to speak and understand, however, they were in advance of the Preliminary. The dictation contains sentences with the past, present, future and present perfect tenses, positive and negative of verbs, comparison of adjectives, word contractions, and 76 different words of vocabulary (which means that only 24 words are repeats).

The first names of the students and the name of their home town on the dictations have been blacked out, as the students would not wish to be disturbed by having people write to them.

The results illustrate the enormous problem the Callan Method has always had to face - that of being totally disbelieved. It is extremely difficult to believe that a Callan student after 3 weeks of study, or a girl of 11 after 67 hours, or a lady of 59 after 54 hours could possibly make fewer mistakes in a dictation than the average university student of English in her fourth year, even when the evidence is there in black and white. And how is it possible for the *average* Callan student, studying 80 hours (about 5 months), to reach the same level of English as the *average* student studying 5 years (perhaps 750 hours, including homework) at a state school? Callan Method courses consisting of electronics engineers with degrees in mathematics usually take even fewer hours than the average 80 to reach this same level - sometimes as few as 50 hours. It is beyond belief! But if a teacher uses the Method correctly, without tampering with it, these are the results he will be able to obtain for himself. He or his students will then not need to believe the following results.

The dictation is as follows:

My favourite drink/ when I'm ill is milk./ He's willing to *agree*/ that he's made a mistake./ Bought, hung, thought./ shook, said, met./ When they reach her age./ they'll earn as much as she does./ We can't sit/ at the corner/ of a round table./ How often/ do they walk/ along this way?/ Seldom./ They weren't here yesterday./ This wine/ doesn't taste/ nearly as pleasant/ as the other./ I can't lift this stone ball./ it's either/ too heavy/ or I'm too weak./ This suit is cheaper than that./ That one is the most expensive./ I like silver less than gold.