



SPOKEN ENGLISH LEARNED QUICKLY

Instructor's Guide

A downloadable self-study English course used by professionals and university students.

INSTRUCTOR'S GUIDE

for use with the
free downloadable English course

SPOKEN ENGLISH LEARNED QUICKLY

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Important Notice:

Spoken English Learned Quickly is a new and unique approach to teaching English as a foreign language. In hour-for-hour of study, our students can gain commensurate spoken English fluency in half the time required in college-based ESL courses in the United States. In countries where English is not regularly spoken, our students will learn to speak English in even less time compared with their peers in those countries' ESL or EFL courses.

This marked improvement in learning speed is not merely a result of applying new methodology to traditional ESL instruction. Rather, it is the result of a new language learning method developed after careful appraisal of how the human mind, hearing, and mouth produce speech. It is called the **Proprioceptive Method**, or more commonly, the **Feedback Training Method**.

Our conclusion is that traditional ESL instruction emphasizes only one of the three necessary components in human speech. It is not surprising, therefore, that ESL instruction is limited in its ability to teach students to speak fluent English.

If you are not familiar with the concept of the proprioceptive sense in human speech, we suggest that before you read any further, that you first read the two articles, **A Technical Comparison of *Spoken English Learned Quickly* and ESL Courses** on page 41 and **Teaching Your Tongue to Speak English** on page 48.

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"HELLO. HOW ARE YOU?" "FINE, THANK YOU."

A prospective *Spoken English Learned Quickly* language teacher will frequently ask: “How do I teach English? I’ve never had any English language teacher training.” Or, “How do I make the class interesting?”

Everything you need to teach this course has already been done for you. This is truly a self-taught English language course. You will also find suggestions in this *Instructor's Guide* for using the course in a classroom setting.

There is only one thing that must happen for the course to be successful. *If the student will spend time each day correctly using the recorded lessons,¹ the course will be a success.*

Everything has been done for the student on the recordings, supplemented with the *Student Workbook*.

If you do nothing else in your class time other than to motivate the students to do their daily language drills, you have succeeded. The real language instruction is on the recorded lessons. The student will speak more correct English sentences per hour when using the recorded exercises than they possibly can in any class.

This *Instructor's Guide* was written to give you helpful suggestions. Your real objective is to let your class become a source of encouragement to the students so that they will persevere in using their exercise drills.

Relax. Have fun teaching. Let the recorded lessons do their job of teaching your students how to speak English.

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Correctly using the audio recordings means that the student is: 1) using the audio recordings one to two hours each day; 2) following the pattern of listening to the audio recording voice and responding aloud, and 3) responding to the audio recording exercise without reading from the *Student Workbook* after becoming familiar with each exercise

INSTRUCTOR'S GUIDE: INTRODUCTION

The English instructor's job

Most English as a Second Language (ESL) courses require a high expenditure of the teacher's time in proportion to actual student language practice. This is especially true when the group class session is the primary source of structured practice in spoken English and the individual study time is used largely for written exercises. That format places a great demand on the teacher and prolongs the time required to teach spoken English. *This series of lessons was developed to overcome these obstacles by providing an effective method whereby a student can work alone on spoken English by using a computer or recorded exercises.* (In the remainder of this *Instructor's Guide*, we will assume that the student is using *audio recorded exercises* and a printed *Student Workbook* irrespective of how the lessons have been downloaded.

The lessons were developed so that they can be successfully used for self-study. They can also be readily adapted for effective use in a classroom.

As a self-study course, the student should attempt to spend as much as two hours a day, five days a week, working alone on the recorded exercises. This allows the student to learn English while working or attending school. Ideally, the student will meet with the instructor and as many as 10 other students once a week. With one 2-hour class session each week, an instructor can give 10 students the equivalent of 120 hours of spoken English instruction per week. (20 hours in the group session and 100 hours in individual study.)

***Spoken English Learned Quickly* as a self-study course**

In the *Student Introduction*, we emphasize that these lessons will require intense effort. They are not intended to be "easy" or "fun." They were written to help motivated students learn English quickly and well. They are particularly useful to students wanting to pass TOEFL exams for entrance into U.S. universities. When used as a self-study course, *the lessons were developed for students who are highly motivated and who will have the personal discipline to work alone.*

Beginning students will often say that Lesson 1 is difficult. Yet, even beginning English students will be able to understand and use the exercise sentences at the end of two weeks. After four weeks, they will start to use English

verbs correctly and will be able to construct simple sentences. This will be the case because their first introduction will be to everyday spoken English.

The first lesson is not too advanced for someone who speaks no English. However, you will find that most foreign students and newcomers to the United States have already studied some English. Even though they may not be able to speak, they often recall basic vocabulary words. Because the lessons emphasize verbal proficiency, even advanced English students will be fully challenged after the first lesson.

We recommend that most students spend two weeks on each lesson. By the end of the first week on a new lesson, the student should be able to respond to all of the exercises with limited reference to the printed *Student Workbook* material. By the end of the second week, they should be able to respond fluently to the Lesson Text and all exercises without referring to the *Student Workbook*. (However, for reading and pronunciation practice, they will always read from the Lesson Text.) An advanced student may do an entire lesson in a single week. (For a more intense class schedule, you may start the series with one lesson every two weeks, changing to one lesson each week after Lesson 5.)

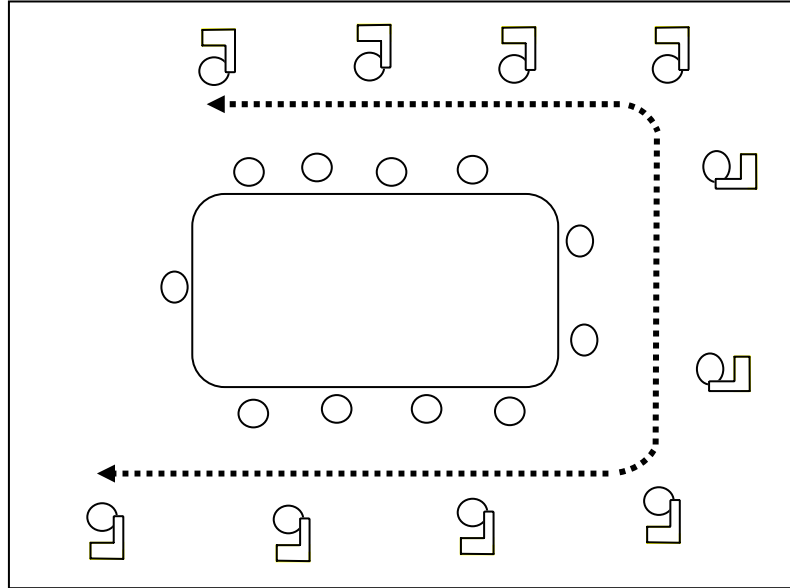
The teacher can meet weekly with 1-10 students. Smaller groups can be combined. Any time after Lesson 5, students can be moved into a group studying any of the lessons between Lesson 6 and Lesson 16. In general, later lessons do not increase in complexity, but merely build vocabulary and increase verbal proficiency.

Spoken English Learned Quickly as a classroom course

A classroom course would use the same material alternating between a lab and a classroom. In the ideal setting, a language laboratory would provide each student with an MP3 player and headphones. The student would work on the exercises in an individual cubicle while the teacher monitored and helped each student selectively. For a two-hour language class, the laboratory session would be a full hour while the classroom session would be approximately 50 minutes. The classroom session would be conducted just the same as the weekly class for self-study students.

However, well-equipped language labs are often unavailable. Any standard classroom can double as a language lab and classroom combination. As the example below shows, a classroom could be arranged so that individual desks are placed around the periphery of the room for lab work. There is less distraction because students are not facing each other. (Notice that the desks are placed so

that the student is facing the wall.) This arrangement also allows the teacher to walk behind the students (represented by the dashed line) to monitor pronunciation. Each student has an individual MP3 player with headphones to reduce distraction. (Use headphones with heavy sound-deadening



padding.) For the classroom session, the students are seated around the table in the center.

When working with younger students, the enforced guidance of a classroom will produce better results. Children as young as 9 or 10 years of age can do very well using this method. For highly motivated university students and adults, self-study with a weekly class is more effective.

Spoken English Learned Quickly is unique

The typical format. Most language courses progress from *simple* to *difficult* in successive lessons. This series does not. With the exception of Lesson 1 which is written as an introductory lesson, and Lessons 2 and 3, which present the English verb more simply, all lessons are essentially similar in complexity.

Most ESL courses attempt to teach English grammar. Thus, the first sentences a student learns use *simple* grammar. The lessons then move progressively to more *difficult* grammar. However, *Spoken English Learned Quickly* focuses on spoken English and does not need to move from simple to difficult. (By design, the Lesson Text taken from the GOOD NEWS BIBLE employs a limited vocabulary and basic sentence construction that permits uniformity within this lesson series.)

The purpose behind the English drills. The recorded English drills are based on the premise that we learn a foreign language best by repetition. However, the beginning English speaker is incapable of learning by repeating sentences that he or she constructs. Since the use of correctly constructed English sentences is

mandatory, the heart of this series is its use of grammatically correct and colloquially relevant sentences in recorded exercises. In this way, from the very first lesson, the student can repeat grammatically correct English sentences while practicing. This allows the student to practice correctly spoken English for two hours or more each day.

The format of the audio exercises has been very carefully designed. The beginning student knows neither the structure nor the pronunciation of English sentences. The recorded exercises give both. In all cases, the recorded speaker's voice gives the proper pronunciation, inflection, and structure of the English sentence while the student listens. Then the student attempts to mimic each of those elements while repeating the sentence. In most instances, when the student must alter an English sentence, the recorded exercise speaker gives the correct response. Thus, the student is always given a pattern to follow and an opportunity to check his or her first response against a second repetition of the correct answer. It is important that the students learn to listen intently to the recorded speaker rather than anticipating the sentence with a premature response.

The *Student Workbook* lessons complement the recorded exercises. The student can use the printed text to see the vocabulary and structure of each sentence. Then, by reading the (parenthetical small print response) aloud, the student can be certain that the answer is correct. (Note: A beginning student's vocabulary is insufficient to permit understanding an explanation of the lesson exercises. The simplest way to explain each exercise is to allow the student to listen to the recording while following the exercise in the *Student Workbook*.)

Throughout the series, *the student will actually gain more English instruction by using the recorded lessons than by talking with an instructor for the same amount of time*. The recordings expose the student to a high frequency of correctly spoken English sentences. That will build a more substantial foundation for fluent English speech than unstructured conversation with its inevitable incorrect English grammar. However, spontaneous speaking with an instructor is invaluable in both encouraging and correcting the student.

Your first exposure. If this is your first exposure to our language teaching format, you will need to understand its logic before you are comfortable with it. After the first lesson, it would be no more difficult for a student to repeat the words and structure of a sentence in Lesson 15 than a sentence in Lesson 3. Both sentences may have new vocabulary, and either may introduce new expressions or sentence constructions. However, irrespective of which of the two sentences the student encounters first, there will be little difference in the complexity of the sentence.

But this does not mean that *Spoken English Learned Quickly* is a series of simple lessons. In fact, it is very much an accelerated course. It is this constant repetition of normal English sentences that teaches the verbal skills necessary for fluent speech. That is what *Spoken English Learned Quickly* excels in, and it is the reason these lessons teach spoken English so quickly and effectively.

An analogy of sorts. How would you teach a talented student to become a trumpet virtuoso? Would you buy her an expensive grand piano and arrange for lessons with a renowned classical pianist? If that had been your approach, it would not be surprising if two years later she became discouraged because she still could not play the trumpet. ESL students have spent much time learning to write words, practice penmanship, role-play for job interviews and more. Yet, when going to the store or applying for work, they will evaluate their own progress solely on their verbal communication skills. They are often discouraged because they see so little result after so much effort. Their conclusion is that they will never learn English. They have been practicing the piano when they needed a trumpet!

This series of lessons focuses on the students' primary need. They must learn spoken English. *Spoken English Learned Quickly* will give them a large vocabulary in the context of properly structured English sentences. They will repeat these correct English constructions thousands of times until they can readily use them. Then, as they go to the store or make a job application, they will be "tested" in the area in which they have been practicing. It is gratifying to see adults who have been in the United States for two or three years and have been discouraged by their weak English skills suddenly discover that in three months they can communicate with strangers.

Look for results. If you have not used this course format before, we encourage you to try it. Persuade your students to diligently work on the drills and you will be amazed at how quickly they begin using English. You will also realize that they require much less of your time while they are making even greater progress.

The three rules of English learning

We have emphasized the *three rules* for this course in the Student Information section. Encourage the students to follow these guidelines. As quickly as possible, encourage them to respond without reading and to speak clearly with adequate voice volume. Finally, encourage them to spend sufficient time each day in study. The three rules are:

1. *To learn to speak English correctly, you must speak it aloud.*

It is important that you speak loudly and clearly when you are practicing with the recorded exercises.

2. *To learn to speak English fluently, you must think in English.*

You will not be "thinking" in English if you are reading your answers. It is very important that, once you understand each exercise, you say it without looking at the printed lesson. Making your mind work to think of the answer is an important part of learning a language.

3. *The more you speak correct English aloud, the more quickly you will learn to speak fluently.*

Every lesson will be difficult when you first begin. However, as you practice, you will learn to speak correctly. You must practice until you can repeat the exercises fluently without looking at the printed lesson.

IMPORTANT REMINDER:

We assume that you have read the two articles entitled, **A Technical Comparison of Spoken English Learned Quickly and ESL Courses** and **Teaching Your Tongue to Speak English** and understand why *Spoken English Learned Quickly* (SELQ) is uniquely different from ESL courses. (See the **Index** for these two articles.)

If you try to teach SELQ in the same way in which ESL courses are taught, it will lose much of its effectiveness and your students will not learn to speak English nearly as quickly. You as the teacher must also follow the three rules given above.

We also need to make these suggestions to the teacher:

1. Never translate any part of the SELQ exercise lessons into another language. If they are translated, the students will be thinking in that language and the speed at which they will learn to speak English will slow down immediately.
2. Do translate the vocabulary if you are teaching a group of students with a common language. (We suggest translating the **Vocab 1-16** document on the home page.)

3. Never explain English grammar. Read the article *Grammar and Writing in Spoken Language Study*. (See the **Index** for this article.)
4. Never give written assignments or written tests. The reason most of your students are using SELQ is because they could not learn spoken English with ESL's written assignments.

The student

We all learn differently. That will also be true of your English students. Some will respond very quickly to the method used in this series, while others will not. However, lack of *motivation* rather than the *method* itself will account for the largest number of students who do poorly. (If you use the daily time sheet on the Assignment Calendar, you will discover that those who are having the most difficulty are usually the ones who are not adequately practicing with the recorded exercises.)

As English teachers, we want every one of our students to speak adequate English in six months. But it simply will not happen. Some students will not be motivated. Some will feel more comfortable trying to write rather than speak. Some will simply stop coming after several weeks of class. It is appropriate that we try to help each student. We will be most helpful, however, if we set a standard high enough to allow those who are willing to work diligently to reach their highest potential. Be helpful whenever possible, but do not penalize those who are working hard by unreasonably slowing the pace for the sake of a few who are struggling. If need be, give slower learners individual attention if they truly want to continue. After doing the best you can, expect to lose some students who will not make the necessary effort to practice spoken English. However, highly successful students may be your greatest asset in motivating others in the class. Their success in a short period of time will demonstrate to their fellow students that effort will produce the results they desire.

English grammar and such

By design, *Spoken English Learned Quickly* does not teach English grammar by using written exercises. The students' progress would be hampered if written assignments were introduced. On the other hand, this course teaches an immense amount of English grammar using *spoken* English as the teaching method.

The intent of this course is to teach spoken English through the verbal repetition of correctly structured sentences. We learn spoken language best through repetition.

However, this course makes a concerted effort to teach the English verb. Aside from inadequate vocabulary, improper use of verbs is the single greatest fault of new English speakers. Beginning with Lesson 2, verbs are learned as spoken English in a format that gives both *person* and *time of action*. By Lesson 5, person and time of action are taught using simple sentences. Thus, the verb is effectively taught through spoken language rather than through grammar studies.

We believe that this emphasis on spoken English is the most effective way to produce language fluency. As an added benefit, successful use of this series does not require instructors who have a strong background in English grammar as long as they speak English correctly.

Are we correct? You have probably read this introductory material and said to yourself, “It can’t be done! You can’t teach English without written assignments and grammar, and you can’t use the same lessons for both beginners and advanced students.”

Our answer is a simple challenge. This method works very well for us and produces rapid spoken English for our students. (We also have a much lighter teaching load per student because they are learning excellent spoken English on their own.)

Within the first four years on the website, *Spoken English Learned Quickly* has been used in over 200 countries by an estimated 300,000 students. Independent instructors have started their own English language schools in a number of countries.

Try it for yourself and find out how well *Spoken English Learned Quickly* really works.

INSTRUCTOR'S GUIDE: LESSON DEVELOPMENT

This Instructor's Guide will help you begin the *Spoken English Learned Quickly* series with Lesson 1 and show you how to effectively use the remaining lessons. Individual lesson guides are not given for the whole series since all lessons are similarly structured. The lessons are written so that the student working alone will become familiar with an established routine. Therefore, we will give you suggestions for only the first section (Lessons 1-5). We will not repeat instructions that apply to successive lessons. (Most of what applies to Lesson 1 also applies to Lesson 2, etc.) Beginning with Lesson 6, you will have no difficulty adapting these same techniques to the remaining lessons.

We will use *Student Workbook* to refer to the printed lessons, irrespective of the form they are actually in. They will most likely be individual lesson sheets you have copied from **www.FreeEnglishNow.com** or from a CD. Similarly, the *recorded exercise* may be an iPod-type of MP3 player with speakers, a CD player (usually in MP3 format) or even a cassette tape-recorded exercise you duplicated from the website or a CD. (The mechanical functions of *forward*, *reverse*, and a *counter* which can be reset for each exercise on a cassette tape recorder make it a simple language instruction tool to use. They generally also have the advantage of greater volume when they are plugged into a wall outlet.)

Class structure

We have already explained the difference in conducting a two-hour class once a week with self-study students and conducting a class which meets multiple times each week. The following sections may be adapted to either. There are two other variables which will also influence the dynamic of your teaching.

Teaching English in an English-speaking country. If you are teaching English to immigrants in an English-speaking country, more than likely you will not be able to communicate between yourselves; they cannot effectively communicate with you, nor you with them. If you have a group of ethnically mixed students, they will tend to group with those who speak their language, but will be unable to communicate with other groups in the class. This is not a particularly difficult class setting. It can be handled quite simply with few difficulties. If you allow the *Spoken English Learned Quickly* lessons to carry the teaching load for you as outlined below, you will not be required to carry the class with your verbal presentations. (Note: Avoid extended monologues with the one or two students

who can speak limited English. You will raise the apprehension level of those who cannot.)

Teaching English in a non-English-speaking country. If you are in another country teaching English, you undoubtedly speak a common language. Use that common language to put the students at ease, maintain cordial relationships, and give vocabulary meanings or *brief* explanations when necessary. However, never use your common language for lengthy descriptions; especially in the early stages of language study, it robs the students of time they could be speaking English.

LESSON 1: ENGLISH PHRASES

The following lesson sections describe both a self-study course and a classroom course. The primary emphasis is on the self-study course which is meeting once a week for approximately two hours. In the self-study course, the students' primary study would come from their two-hour daily self-study away from class. On the other hand, if this were a classroom course meeting for one or two hours multiple times each week, then each lesson would be broken into segments. *After each segment, the students would separate and practice spoken English using personal audio players.* In situations where personal audio players were not available, a single player would be used with the students responding in unison.

The explanation also models how the teacher would use the course in an English-speaking country in which there was not a common language between the teacher and the students. These techniques would be unnecessary if the teacher and all the students shared a common language.

1. Use the first session to encourage the students. Most adults, especially immigrant students who have been in the country for several years, will be discouraged with their attempts to learn English. Some may have studied English in their homeland for several years with little result. These students anticipate that their progress will be slow, if not impossible. Your first task is to encourage them that they will actually be able to speak English.
2. If you do not speak a common language with the students, the more you attempt to explain, the more you will confuse them. On the other hand, nothing will encourage them more than their own experience in speaking English. Therefore, the best way to start a class (assuming their complete inability to speak English) is as follows.
 - a. With no formality of any kind, say "Hello, my name is _____."
That's the end of your preliminary introduction!

- b. Then, go directly into the lesson. Have the students turn to Lesson 1 in the *Student Workbook*. (Show them the first page in Lesson 1 rather than attempting to verbally explain.)
 - c. Turn on the recorded exercise and start the lesson. The students can follow the text for the "Listen to the example." exercise. (While the "Listen to the example." is playing, you should model their response by silently following the text as the example is playing. Look at the text, not the students.)
 - d. When the recorded exercise begins exercise 1.1, you should model the part of the student. Listen as the recorded exercise speaker reads the large print text. Then speak while reading (the parenthetical echo) text. (A demonstration is worth a thousand words. Because of language limitations, it is often simpler to model the role of the student than to explain it.) Encourage the students to begin repeating the exercise with you. Within two or three sentences, almost the entire class will be responding correctly.
 - e. Avoid speaking. Repeat exercise 1.1 two times. (There is no need to repeat the example.)
 - f. Show the students that it is important that they listen to the full statement of the recorded exercise speaker before giving their answer. Their purpose is not merely to give the answer but to carefully listen to pronunciation and a model of English fluency.
3. Familiarize the students with the vocabulary for the first exercise (1.1).
- a. Demonstrate to the students that they are to open to the vocabulary page at the end of the lesson. Do only the vocabulary for exercise 1:1. Have them write the meaning of each word in their own language. (If some already have a limited English vocabulary, they may help the other students. If there are common languages within the group, the fastest way to move through this section is for you, the teacher, to give the English word, permitting a student to give a concise meaning in a common language. Encourage *brief* definitions. Prevent discussions between students to avoid wasting time and distracting from the English study. Students may also use electronic or pocket dictionaries. Use this same technique for each new vocabulary list for each of the *Spoken English Learned Quickly* lessons.)
 - b. Go back and do exercise 1.1 two more times while permitting the students to follow the exercise from the *Student Workbook*.
 - c. Next, have the students close their copy of the *Student Workbook* and repeat the exercise twice more with the students repeating each phrase aloud from memory.

4. If this lesson is being taught as a classroom course, the students would now use their own MP3 players and independently listen to, and repeat out loud, exercise 1.1. (Refer to the section *Spoken English Learned Quickly as a classroom course* for more information.)
5. Play the recorded exercise for exercises 1.2 and 1.3.
 - a. Play the exercise once, encouraging all to participate while reading from their copy of the *Student Workbook*.
 - b. Turn to the vocabulary for exercises 1.2 and 1.3 and have the students write the vocabulary in their own language.
 - c. Again, play exercises 1.2 and 1.3 twice with the students answering aloud while following the exercise in the *Student Workbook*.
 - d. Play exercises 1.2 and 1.3 twice with the students answering aloud from memory after closing the *Student Workbook*.
6. If this lesson is being taught as a classroom course, the students would now use their own MP3 players and independently listen to, and repeat out loud, exercises 1.1., 1.2, and 1.3. Allow the students to do the three exercises three or four times. During this time, the teacher should circulate among the students, listening to each. Help if necessary, but your primary purpose at this point is merely to accustom them to your presence when they are studying spoken English exercises.
7. As time permits, do as many exercises in Lesson 1 in this way as possible.
8. Give an overview of all exercises in the lesson. (Remember, you are *demonstrating* how the lessons are used, but avoid the temptation to verbally *explain* how the lessons are used.) Before the group session is completed, briefly review each exercise, demonstrating to the students how they are to respond when they are studying alone. The best demonstration is to play a portion of each exercise while the students follow the printed text. Have the students respond in unison, reading (the parenthetical echo) text.
9. If this lesson is being taught as a classroom course, you will not need to give an overview of exercises for self-study.
10. If you spend two weeks doing the first lesson in a self-study program, review the students' progress on Lesson 1 during the second session. The simplest way to review is to play the exercises, having the students repeat the responses individually or in unison. You can play an exercise and point to individual students, indicating that they are to respond to the next sentence. If this is a classroom setting, you may use the same technique throughout the lessons.

11. Review the Table material at the end of the lesson. Tables can be effectively used for word substitution drills. For example, the "**To Be**" table can be used by substituting personal names or some other quality within the vocabulary of the lesson. Do drills with the "**An English Question**" table and the "**Using 'A' or 'An'**" table.

Word Substitution is a useful language drill technique. For example, you could do a word substitution drill with the verb *to be*. You could have the students turn to the Lesson 1 vocabulary and then you could say, "He is...." They could respond, "He is little." "He is okay." "He is here." "He is a child." Then you could say, "They are...." and have them complete the sentence. You could then reverse the drill and say, "...little." They would need to respond with something like "She is little." (In Lesson 2 and following, you can use the word substitution drill for time. You could say, "He is okay." "Yesterday." The student would need to answer, "He was okay yesterday.") Word substitution drills are particularly effective with beginning students because it gives students a sentence structure they can use with a limited vocabulary.

12. In the last session for Lesson 1, preview the vocabulary and exercises for Lesson 2. (See suggestion #2 under Lesson 2.)
13. *Student Information* pages in multiple languages are provided on the website (www.FreeEnglishNow.com) and CD editions of this course. If you have a means of reproducing them, you could make them available to the students. However, you would do better to show these pages to the students at the *end* of the first class session rather than at the beginning. If translations into languages of some of the students are not available, you will only raise their apprehension level by excluding them. But more importantly, you will give all of the students a sense of achievement if they realize that they were successful in learning English without an explanation in a language they understand.
14. **Important.** As quickly as possible, the students must close the *Student Workbook* and give their responses without reading from a text. Much of the lesson time in the first week will be spent with the *Student Workbook* open. Most of the lesson time for the second week on that same lesson will require that the audio exercises be completed with the *Student Workbook* closed.

Several observations should be made in closing this first lesson description.

- The more experience the student gains during the first lesson in both understanding and speaking English, the more encouraged he or she will be. The simplest way for a non-English speaker to gain this experience is

through mimicking the recorded exercise while reading the exercises. In two hours' time, most could experience the excitement of learning a basic vocabulary and speaking a limited number of English sentences if you closely follow the printed and recorded material.

- In reverse, the more you talk, the less they will understand, and the greater their apprehension will be.
- During future lessons, you will want to expose them to more spoken English. Language *enrichment* will be an important part of their learning experience. However, during the first lesson(s), they must gain a confidence that they can actually understand and speak limited English. As much as you are able to do so, restrict yourself to that level of conversation. By the end of the first lesson, you can ask some of the simple questions in that lesson such as their name, etc. But avoid intimidating them by going beyond their ability to understand and respond.
- Just as you can discourage a new student, so you can also allow another student in the class with some English fluency to intimidate them. Avoid carrying on conversations with the few students who can marginally understand and respond. On the other hand, after the first few lessons, individual conversation will become not only appropriate, but necessary. At that time, however, you will need to include all students equally, irrespective of their language ability.
- Finally, you must be able to convey to the students that you are eager to help them learn, but that you fully expect them to make mistakes. You must learn to avoid any indication of impatience or displeasure with their attempts to speak proper English. Develop a sense of humor, the ability to praise a job well done, and a smile and enthusiasm when correction is necessary.

LESSON 2: EXERCISE LESSON

1. In a voluntary self-study course, there will always be students who want to believe that it is the group meeting rather than their individual study which will teach them to speak English. To create accountability, pass a small slip of paper to each student. Ask each student to write the number of hours of audio study they did during the previous week. Don't require them to write their name on the paper. Give them just a minute to write the number and then collect the papers. At the end of the class, tell them the average number of hours (the total number of hours divided by the number of papers collected)

and the high number of hours studied that week. Do this every week for the entire series of lessons. The accountability will greatly improve their study time, which in turn, will be the key to their success in learning spoken English. If credit is given for a self-study course, you will probably want to use the **Assignment Calendar** which is provided at the back of this *Instructor's Guide*.

2. Review the vocabulary for Lesson 2, giving the students opportunity to write the meanings of the words in their own language. Review the **Expressions** section so that the students are familiar with their meaning and use.
 - a. Read each **Vocabulary** entry. Make certain that the students know the meaning of each word. Allow time for them to write the meaning in their own language. Have a student use the word in a sentence.
 - b. Read each **Expression** entry. Have a student read the expression from the Lesson Text. Have the students help you explain the expression's meaning. Create new sentences using the expression with other vocabulary words.
3. Show the students how they can shorten sentences. (You can use this as a drill throughout the lesson series by frequently asking a student to make a response successively shorter.) The drill will help the student understand the structure of the English sentence and the use of contractions, pronouns, and implied sentence fragments. (Listen carefully to an inexperienced second language [L2] English speaker and you will realize that he or she will often struggle with long sentences because pronouns and implied words are not used.)
 - a. The first sentence is the most complete response to the question, "Did he say he was talking with Peter? The answer is "No, he did not say he was talking with Peter."
 - b. Now ask the student to make it shorter. The response to the same question is "No, he **didn't** say he was talking with Peter."
 - c. Ask the student to shorten it again. The response to "Did he say he was talking with Peter?" is, "No, he didn't say he was talking with **him**."
 - d. Shortened again it becomes, "No, he didn't."
 - e. Finally, the shortest response to "Did he say he was talking with Peter?" is "No."
4. You may want to go back to the table at the end of Lesson 1 for a brief demonstration of the use of *a* and *an*. Show the students that *an* is used with words such as *ambulance*, *arm*, *emergency* and *office*. Demonstrate that *an* rather than *a* is required with words beginning with the letters *a*, *e*, *i*, *o* and *u*.

It is simple to show them the reason by saying the words both correctly and incorrectly. Say *an ambulance* and *a ambulance*, *an arm* and *a arm*, *an emergency* and *a emergency*, *an office* and *a office*. (Technically, it requires a breath stop to say *a office*, etc.) However, do not explain this as a rule of grammar. Simply show them that it is easier to speak when they do not need to momentarily stop the flow of air.

5. Lesson 2 introduces a section giving common English expressions. This **Expression** section will appear in most lessons that introduce new vocabulary from a Lesson Text. The expressions lend themselves to an almost limitless source of word substitution drills. Most expressions can also be used in past, present, or future tenses. Create a variety of expressions in one tense and have the students rephrase them using another tense.
6. Review the Table at the end of the lesson. Using the vocabulary of the first two lessons, have students construct complete sentences using each entry on the table.
7. Preview the **Vocabulary** and exercises for Lesson 3 in the last session for Lesson 2. (See suggestion #2 under Lesson 3.)

LESSON 3: EXERCISE LESSON

1. Distribute slips of paper for an accounting of the number of hours spent studying the audio lessons during the previous week. Give a report at the end of the class.
2. Review the **Vocabulary** for Lesson 3, giving the students opportunity to write the meanings of all words in their own language. Review the **Expressions** section so that the students are familiar with their meaning and use. Identify each expression in its context within the Lesson Text.
3. The students are beginning to use and understand the structure of English sentences by the third lesson. Avoid teaching English grammar. Nonetheless, there are interesting insights you can give regarding the *time* of the English sentence's action.
 - a. Read a sentence from the Lesson Text. Have the students identify the *time of action* of each verb. Introduce the words *past*, *present*, and *future*. For example, verse 6 says, "They *were* all together. They *asked* him, 'are you [at this time] *going* / *to give* it back?'" *Were* is past, *asked* is past, *are you going* is future, and *to give* has no time of action.

- b. I need to give a word of caution regarding *time*. You are attempting to teach simple time—not grammar. All you need to do is point over your shoulder to indicate *past* time; point straight down in front of your face to indicate *present* time; point forward to indicate *future* time.
 - c. Read a number of sentences in the Lesson Text and have the students identify the time of action in each sentence. Many sentences will combine past, present, future, and verbs having no defined time of action in the same sentence.
4. Show the students how verbs ending in *...ing* and the *to...* form of the verb take on the time of action of another verb. For example, 3.2n says, “As he *was* talking, they *were* working.” Time of action is determined by *was* and *were*. Neither *talking* nor *working* express time.
5. In a similar way, show the students how they can make a series of verbs using *...ing* constructions. Verse 1:11 says, “Why are you *standing* there *looking* into the sky?” Help the students extemporaneously develop sentences using two or more verbs ending with *...ing*.
6. The two verbs from the first three lessons that will require the most attention are *to be* and *to do*. (Review the Table at the end of Lesson 2.) From the vocabulary found in the first three lessons, build sentences using these two verbs. For example, from exercise 3.4 you can give the word *glad* with the students responding, “I am glad,” “He is glad,” and so on. Do the same with the past and future times of action.
7. The above *to be* and *to do* drills can also serve the purpose of developing fluency. If you use simple sentences such as “I am glad,” you can give the key word quickly, expecting a rapid response at a normal speaking rate. The key word can be either the person (I, he, . . .), the tense (is, was, were, . . .), or the word which completes the sentence (glad, hurt, sick, . . .). Do the drill until the students can quickly respond with good pronunciation.
8. Limit your questions and drills to the vocabulary of the first three lessons. Nonetheless, a surprising number of sentences can be constructed from this vocabulary.
9. Preview the **Vocabulary** and **Expressions** for Lesson 4 in the last session for Lesson 3. (See suggestion #2 under Lesson 4.) Make certain that the students understand that they are to include a review of exercises from the first three lessons in their personal study time. Suggest that they use the recorded exercise for Lesson 4 each day, and, in addition, that they review one recorded exercise from Lessons 1-3 each day.

LESSON 4: PRONUNCIATION LESSON

1. Distribute slips of paper for an accounting of the number of hours spent studying the audio lessons during the previous week. Give a report at the end of the class.
2. Review the **Vocabulary** for Lesson 4, giving the students opportunity to write the meanings of all words in their own language. Review the **Expressions** section so that the students are familiar with their meaning and use. Identify each expression in its context within the Lesson Text.
3. Lesson 4 is for pronunciation and fluency practice. Use the class time for pronunciation monitoring. Have individual students read the entire Lesson Text. Offer helpful suggestions on pronunciation as needed.
 - a. Praise students for good reading. Generally, wait until they are done reading the entire section before making corrections. Your corrections will lead to pronunciation drills for both the reader and the group.
4. Fluency in spoken language includes both voice inflection and smooth delivery. Work on these skills with individual students. Give positive reinforcement as well as correction. When a student reads a sentence well, have them read it again and use it as an example of proper inflection and flow of the sentence.
 - a. A common practice in language learning is to correct mistakes, but to go on to the next item in the lesson when the response is correct. However, by reversing that practice, a good response can be both rewarded and strengthened.
 - b. When a student reads a sentence with good intonation and pronunciation, make a positive statement which lets him or her know that the response was correct. (In other words, you want the class to know that you are not correcting an error, but reinforcing good English.) Just the word “excellent” is all that is necessary. Then acclimate the students to another kind of drill. Say the sentence again and have the same student repeat what you say. Now, with successive repetitions, increase the tempo until the student’s response is a completely normal sounding English sentence. Persist until this same student has repeated a single sentence rapidly, with good intonation, anywhere from five to ten times.
 - c. You have done something quite important. You have isolated something the student does *well*. That is the simplest and the easiest reinforcement to start with. This is particularly true when a student might be having difficulty in other areas.

- d. Expect, however, that this drill will take some conditioning. Inevitably, the first time you try it, the perception will be that you are trying to correct a mistake. Do all in your power to convey the sense that you are reinforcing a *correct* response. Be generous in your use of an enthusiastic “good” or “excellent.” In time, your motive will be understood and it will become an effective language teaching technique.
5. Lesson 4-B can be used as a supplement to the Lesson Text. Use it for reading practice and vocabulary development.
6. Introduce Lesson 5 in the last session for Lesson 4. (See suggestion #2 under Lesson 5.)

LESSON 5: REVIEW LESSON

1. Distribute slips of paper for an accounting of the number of hours spent studying the audio lessons during the previous week. Give a report at the end of the class.
2. There is no Lesson Text for Lesson 5 and, therefore, no new **Vocabulary** or **Expressions**. All exercises are similar to those the students have done previously. Because there is no new Lesson Text, the students should practice reading one previous Lesson Text each day.
3. Spend considerable time reviewing the English verb.
 - a. Drill the students on the verbs *to be* (exercise 5:1a-c), *to do*, and *to make* with speed drills. (You want them to respond as quickly as they can. For example, you will say “present” then give them the person such as “I,” “they,” “she,” etc. The student should quickly answer, “I am,” “They are,” “She is,” and so on. Then do similar drills using past and future tenses.
 - b. Review the complete verb tables of other verbs which use completed sentences. Stress rapid responses. Use exercise 5.1.
 - c. Use the **Verb Table** at the end of Lesson 3. Select regular verbs that have not yet appeared in the vocabulary. (For example, Lesson 6 will introduce the words *to decide*, *to raise*, *to listen*, *to need*, etc. as new vocabulary.) Drill the students until they can correctly give all persons and times of action of an unfamiliar regular verb.
 - d. Drill the students using the *to...*, *...ing*, and command forms of the verb. Review drills such as 3.2 and 5.2 showing the students how to connect verbs.

4. Exercise 5.3 uses the words “my,” “his,” “her,” etc. Make certain that the students can correctly use all of the possessive words *my, his, her, its, your, our, their, mine, his, hers, yours, ours* and *theirs*. (See the table **Words that Replace a Name** at the end of the lesson.) Exercises 5.10 and 5.11 provide drills for the material on this table.
 - a. Review the forms used for *to someone* with the students; *to me, to him, to her, to it, to you, to us*, and *to them*.
 - b. The table **Words that Replace a Name** also explains the difference between **it’s** and **its**. Call the student’s attention to this difference.
7. You can review the supplementary **Lessons 1-5 Vocabulary** for review and word substitution drills.
 - a. Verify that the students understand the entire vocabulary for Lessons 1-5. During an earlier lesson, students may have written an alternate meaning for a word and found that it did not make sense in the exercises.
 - b. By Lesson 5, the students have sufficient vocabulary and comprehension to understand simple explanations of words. You may show them some examples in English of words that sound the same but have different meanings. Draw examples from their existing vocabulary. A few are:
 - 1) Left (from *to leave*) and left (direction).
 - 2) Blew (from *to blow*) and blue (color).
 - 3) Saw (from *to see*) and saw (from either *to saw* or the tool).
 - 4) Ate (from *to eat*) and eight (the number).
 - 5) Whole (entire) and hole (opening).
 - 6) Heard (from *to hear*) and herd (animal group).
5. Preview the **Vocabulary** and exercises for Lesson 6 in the last session for Lesson 5.

A SUMMARY OF TEACHING METHODS

1. We cannot overemphasize the importance of encouraging students to speak aloud. Merely listening to English recorded exercises is far less effective than speaking.
2. It is equally important that the mind be active when speaking. Reading from printed lesson material while verbally responding is far less effective than speaking without reading. The latter forces the mind to process the English response.
3. When recorded exercise material is available, always have a CD or MP3 player with you in class. You will use it to play exercises for group or individual response and to preview recorded exercises for a coming lesson.
4. When familiarizing the students with a lesson's new vocabulary, alternate between looking at the exercise sentences using the new words and the respective vocabulary page listing those words.
5. Give an overview of all exercises in a new lesson. Briefly review each exercise, demonstrating to the students how they are to respond when they are studying alone. Play a portion of each exercise while the students follow the printed text. Have the students respond in unison, reading (the parenthetical echo) text.
6. If you spend two weeks on each lesson, review the students' progress during the second session. The simplest way to review is to play the exercises, having the students repeat the responses individually or in unison. After one week, they should be able to respond without looking at the printed *Student Workbook* material.
7. Play an audio exercise and point to individual students, indicating that they are to respond to the next sentence. You can also go around the table with each student answering in his or her turn.
8. Do word substitution drills using existing exercise phrases and expressions. Use the lesson's vocabulary list as a reference.
9. In the last session of a lesson, preview the vocabulary and exercises for the next lesson. Give the students opportunity to write the meanings of the words in their own language.
10. Read each expression from the Lesson Text. Have the students help you explain the expression's meaning. Create new sentences using the expression with known vocabulary words.

11. Show the students how they can shorten sentences with pronouns and contractions. The exercises frequently require complete answers. After they have given the full sentence, have them incrementally shorten the sentence.
12. The **Expressions** sections provide an almost endless source of word substitution drills. Most expressions can also be used in past, present, or future tenses. Create a variety of expressions in one tense and have the students rephrase them using another tense.
13. Read a sentence from the Lesson Text. Ask the students to identify the *time of action* of each verb as *past*, *present*, and *future*.
14. Verbs ending in *...ing* and the *to...* form express the time of action of another verb. Devise drills demonstrating this verb construction.
15. As you teach, you will see opportunities to create various sentence or vocabulary drills. Make a note regarding those drills that worked well. Reuse similar drills later with other vocabulary.
16. Praise students for good reading. Generally, wait until they have finished reading the entire section before making corrections. Your corrections will lead to pronunciation drills for both the reader and the group.
17. Fluency in spoken language includes both voice inflection and smooth delivery. Work on these skills with individual students. Give positive reinforcement as well as correction. When a student reads a sentence well, have them read it again and use it as an example of proper inflection and flow of the sentence.
18. Drill the students on the verbs *to be*, *to do*, and *to make* with speed drills. (You want them to respond as quickly as they can. For example, you will say “present” then give them the person such as “I,” “they,” “she,” etc. The student will quickly answer, “I am,” “They are,” “She is,” and so on. Then do similar drills using past and future tenses.
19. The verb exercises can serve the purpose of developing fluency. During early lessons, if you use simple sentences such as “I am glad,” (from the verb *to be* exercise) you can give the key word quickly, expecting a rapid response at a normal speaking rate. In later lessons, fluency can be developed with somewhat longer sentences. Do the drills until the students can respond quickly with good pronunciation.
20. As students learn to use the English verb, they should develop an intuitive ability to use it correctly. This by-product of *spoken* grammar instruction will give them much greater facility with the language than rote memory of verb

forms from written assignments. Use the **Verb Table** at the end of Lesson 3. Select regular verbs that have not yet appeared in the vocabulary. Drill the students until they can correctly give all *persons* and *times of action* of an unfamiliar regular verb. Periodically repeat this drill throughout the remainder of the lessons.

21. Create impromptu exercises for the words “my,” “his,” “her,” etc. Make certain that the students can correctly use all of the possessive words *my, his, her, its, your, our, their, mine, his, hers, yours, ours, and theirs*. Give a sentence such as, “It is my car,” and have the students respond with “It’s mine.” See the **Words that Replace a Name** table at the end of Lesson 5.
22. If you are teaching a classroom course, you will want to divide your students into smaller groups in order to avoid lost English study time. You may divide your class into groups of approximately four students per group. When you are doing exercises from a newspaper article (refer to **ENGLISH CONVERSATION USING THE LESSON TEXT OR A NEWSPAPER** which you can locate in the **Index**), seat one group of four students with you at a table for the newspaper article exercise while the remainder of the students are independently studying the MP3 audio lessons. When the four students have completed their study of the newspaper, let them begin their own independent audio study and bring another group of four students to the table for their newspaper article study. Far more active English language learning is taking place in this way than if you permit the entire class to passively listen to one or two students at a time respond to the newspaper drills.

MISCELLANEOUS NOTES

1. These lessons were written for students who are highly motivated to learn English. It can be assumed that they will work hard without wasting time. Set the same standard for your class. Start promptly and do not waste time in the class. Keep the exercises and impromptu drills lively. At the same time, keep the atmosphere relaxed and enjoyable. (Sit around a table if possible. If individual classroom desks or chairs are used, arrange them in a circle so that the students can interact with each other. Avoid a “classroom lecture” setting with chairs or desks arranged in rows.) The group class session should last approximately two hours. Halfway through the class, break the pace for about five minutes. Stand—encouraging them to stand if they want to—and ask a question or two of the students about their country or interests. Then move quickly back into the lesson.
2. One of the first questions a new teacher will ask is “How will I communicate without an interpreter?” The answer is simple. If you are in an English-speaking country, communicate in English! You don’t *need* an interpreter. The students are in your class to learn English, so simple English explanations are appropriate. However, be as considerate of the students’ need to understand as much as possible. As we have already said, demonstrations may be more effective than explanations. You will need to anticipate the reaction of the students to what you are about to say. Sometimes, avoiding a comment or explanation will eliminate confusion. In the early weeks of the course, stay with the written lesson material without adding too much impromptu material. Also, get in the habit of using the same word(s) when you refer repeatedly to something in class. For example, standardize with the single word *sentence* rather than using synonyms or descriptions such as *phrase*, *words*, or *line*. However, they will also need to hear you speak normal English. Praise their efforts and make comments even if they don’t understand all of the words. In time, they will begin to incorporate what you say into their vocabulary.
3. If you are teaching English in a non-English speaking country, you will undoubtedly share a language which is common to all of you. It is completely appropriate to use that common language to introduce and explain the class. The students will do much better in their English study if they understand the class procedure and the purpose of the **Proprioceptive Language Learning Method (Feedback Training Method)** than they will if they become apprehensive because of a stringent “English only” rule. On the other hand, once class is under way, avoid grammar explanations and the like in another

language. It is appropriate to give vocabulary meanings and encouragement when a student is having difficulty, but limit use of a common language to that.

4. The verb exercises are the heart of these English lessons. From personal experience in learning language overseas, we feel that the best way to learn a verb is to learn it in its entirety. It is too confusing to learn the present tense in an early lesson and the past or future tense in subsequent lessons, then, months later, come back to a passive or other form of the same verb. We feel that it is better to learn a verb in its entirety on the first encounter with it. When you first read through the verb drills, you may see forms that your first instinct says are not correct. However, if you will change person, add contractions, allow for regional differences, and place the sentence in specialized contexts, you will often realize that it has a place in spoken English. We have, therefore, taken the approach that it is better to *include* rather than *exclude* verb forms when there is some doubt as to its every-day use.
5. We used a text notation to indicate that some passive verb forms are infrequently or never used. In exercise 2.4a, “~~been~~ *It is been* is infrequently or never used.” notifies the student that *been* is not used in spoken English as a passive verb. However, because of the complexity of a grammatical explanation in English for a student who does not yet know English, we felt it best to simply let them know that the form is not used with no further explanation.
6. Equally, in order to avoid a confusing English explanation, we used a bold type face for irregular parts of verbs. For example, the verb *to teach* (5.1e) is regular in the present (I teach) and future (I will teach), but is irregular in the past tense and is identified as such with a bold type face (I **taught**).
7. We further devised intuitive icons rather than written explanations to guide the students in their use of the course. Refer to the **Index** for the **Lesson Page Icons and Text Notations** page.
8. In order to initially demonstrate the use of the audio exercises without a written explanation, we incorporated a number of “Listen to the example.” exercises. It conveys the intended meaning for even website users without a teacher.
9. The descriptions for the lesson exercises are intentionally short because of the students' limited vocabulary. (See examples such as “2.2 Repeat each word [regular verbs].” or “2.3 Say each letter of the alphabet.”) In the early lessons, your example will help the students respond correctly to the exercises.

Incorporate this demonstration of the appropriate response into your preview of the next lesson.

10. We all like to give explanations. The English teacher wants to explain, and the students in turn want to give explanations to fellow students. However, avoid the temptation to explain small details. Equally, *don't allow the students to give lengthy explanations to each other in their own language*. Maintain spoken English as the emphasis of the class. When necessary, rather than explaining lesson exercises, demonstrate them.
11. There will also be the tendency for you to try to explain each nuance of meaning, grammatical exception, and English language example as you teach. When the students gain sufficient language proficiency so that these explanations are profitable for them, the enrichment you can provide with further explanations is worthwhile. However, in the early lessons, because of the students' limited vocabulary, your explanations will merely cause bewilderment and take time away from the lesson itself.
12. Allow the students to interact and encourage them to help others with vocabulary words when it is appropriate. You may encourage this when a student is groping for a word by asking the other class members for a suggestion. However, don't allow students to correct each other's pronunciation. Sooner or later, you will have a student who dominates the class. At that point, you will need to take control. Probably the simplest way is to call on individuals by name when necessary. You may need to resort to tactics like, "Let's let Juan (or "someone else") answer this one."
13. Lesson 1 does not manipulate verb tenses. For in-class conversation, ask questions from the lesson as they are written, having the students respond with their name, address, and the like. Your objective in Lesson 1 is their vocabulary retention and fluency. Do not be concerned with verb tenses.
14. The vocabulary list at the end of each lesson is an excellent source of impromptu drilling. You can create sentences and drills from the vocabulary. For example, the verb "to be" is in the vocabulary list of Lesson 2. "Hurt," "sick," "fine," "OK," and "alive" have also been introduced in the first two lessons. Using these words you could develop impromptu drills in which you tell them to respond with "fine." You could say "I" and point to a student. They would respond "I am fine." You could say "he" and point to another student. That student would respond, "He is fine." You could then introduce the words "yesterday," "today," and "tomorrow." (Now develop some more gestures pointing behind you for "yesterday," pointing at the table in front of you for "today" and pointing ahead for "tomorrow.") With this limited

repertoire of vocabulary and gestures, you can drill the students in three tenses of the verb "to be." "I am OK," "I was OK," and "I will be OK." You can use the same technique to drill the students using each of the verbs given in Lesson 2 and following. Most lessons also include **Expressions** used in that lesson. These make excellent word substitution drills. Use the vocabulary of the previous and current lesson in these expression drills.

15. By the time you have reached Lesson 2, you can use the accumulated vocabulary from the first two lessons for impromptu speaking. You can ask the questions given in Lesson 1 and have the students answer. You can then substitute words requiring them to give other answers or substitute verb tenses so they give answers in the past, present and future.
16. At the end of Lesson 5 you are given an accumulative vocabulary. As you did in the example above, you can now use this extended vocabulary to create impromptu drills.
17. Establish a non-threatening manner for helping and correcting students in the group setting. You must always respond with patience and kindness. Make it a practice to frequently praise the students. For example, some language speakers will have difficulty with English sounds such as "th," "ing," and "r." You may need to drill certain students individually on these sounds during the class session. When they pronounce the sounds correctly, immediately reinforce their effort by saying something like "perfect" or "good." Interject comments like "That was a good sentence," or "Your pronunciation was excellent," when students do well. Establish early in the class that everyone will be corrected. Randomly drill individuals in a non-threatening way. As you are doing exercise practice, point to individuals to respond to your questions or the recorded exercises. (Accustom the students to simple hand signals like pointing to the student who is to make the next response. During the early lessons, gestures are more readily understood than verbal explanations. However, never use demeaning or rude gestures. Be alert to the reality that very common gestures in some cultures may be vulgarities in others.) When everyone is familiar with this open drilling and random pattern of response, those who are having particular trouble will accept individual help without offense. (A note of caution: I—the lesson developer—was drilling an older student who was having difficulty. I made a comment that an English speaker would have understood to be humorous based on the tone of my voice. I could tell by the student's response that she thought I had publicly rebuked her. Because of the limited language skill of the class members, I could not make an immediate apology and had to use a translator later. I now try to avoid

language- or culturally-related humor or any tone of voice that could be misinterpreted.)

18. Establish student accountability. An Assignment Calendar which can be copied for student use is included at the end of this *Instructor's Guide*. It has spaces for students to record their daily recorded exercise listening and Lesson Text reading time. We suggest that you check the students' records frequently. Unless it is a class which includes a grade requiring the Assignment Calendar record, a technique which works very well is to pass small sheets of paper around the class so each student can take one. Have each student write their hours of study time (using the audio lesson and repeating the answers) that week. The students should not write their name—only the number of hours of study. Collect the papers. Before the class is over, tell the class the number of students who studied two hours each, three hours each, five hours each, ten hours each or whatever. Do this every week. It will establish accountability and will result in much greater diligence.
19. If the students are not familiar with the narrative for that week's lesson, encourage them to read the Lesson Text in a Bible in their own language before starting the lesson.
20. In the first few lessons, you will spend most of the group lesson time reviewing the past lesson using simple drills from the exercises and vocabulary. You will also want to preview the vocabulary and exercises of the upcoming lesson. As you progress to later lessons, you will be able to engage the students in more meaningful conversation. Ask simple questions for them to answer regarding their home country, educational experiences, extended family, interests, expectations in the U.S., and so on. "Opinion" questions will elicit more responses and discussion between the students than simple "factual" questions. Encourage all the students to respond without allowing dominant students to monopolize the conversations.
21. You will need to use wisdom in correcting students' mistakes when they are talking. On the one hand, you could over-correct so that they became frustrated in their efforts to communicate. Yet, if you do not correct, both they and the other students will not realize the error. Probably the best alternative is to allow them to fully express their thought. After they are finished, go back to what was said incorrectly and model a correct sentence. If appropriate, have them repeat the correct sentence. In the early lessons, the students will usually use short sentences which are easier to correct. As free conversation continues in the later lessons, you will need to be more discerning so that you do not interrupt the flow of their presentation.

22. The students will not be able to spontaneously remember or use everything they have learned from previous lessons. You will find, for example, that a student can verbally reproduce the entire verb “to talk” from Lesson 2. Yet, while you are doing drills in Lesson 4, that same student may not be able to use “they talked” properly in the past tense. That is entirely normal. The student will often learn a verb in the specific context of the **Verb Table** or verb drills before he or she can transfer that knowledge to general conversation.

ENGLISH CONVERSATION USING THE LESSON TEXT OR A NEWSPAPER

It is difficult to elicit effective conversation with vague questions. Because there is little structure to guide the response, even a fluent English speaking adult might hesitate in answering a question like, "Tell me about the city you grew up in." Similar English conversation questions without structure are even more difficult for non-English speakers.

The non-English speaker needs structure for conversation practice. This structure should give a defined group of vocabulary words, defined sentences with an understood meaning and a defined context in which the vocabulary and sentences can be communicated. This section will demonstrate how you can use either the Lesson Text in the *Spoken English Learned Quickly* lessons or a newspaper article to supply that structure. Structure will stimulate effective English conversation practice, even when the students have only recently begun their English study. It continues to be an effective technique, however, after the students have reached a high level of proficiency.

The Home page on both the website (www.FreeEnglishNow.com) and CD include a section called **More Spoken English Practice**. (It is also appended to this *Instructor's Guide*.) The suggestion gives the self-taught student a means of supplementing his or her English study. However, you as a teacher can adapt this same methodology for effective English conversation in your own teaching.

The following material is written as though you are teaching a group of English language students. However, the techniques developed here are equally applicable to either a single student or a group of students. In the following illustrations we have ignored the reality of student vocabulary limitations. In an actual class, you would generally restrict vocabulary to words familiar to the students, adding only the new words they were studying in the Lesson Text or newspaper article.

Let's use a newspaper article to demonstrate how structured English conversation can be developed.

JOHNSON LAKE CLEANUP PLANNED

¹Dorothy Thoreson remembers when Johnson Lake, a 4-acre pond west of Portland, was a cool, clear body of water. But that was during the 1930s and '40s when her father, Harry Johnson, owned the lake and kept it as the family's private getaway from busy city life.

²Thoreson, now 80, remembers squeezing lake mud between her toes, and paddling a little boat across it and down the adjoining Columbia Slough.

³The spring-fed lake feeds the Columbia Slough's southern channels and attracts migrating songbirds and waterfowl. It's home to a great horned owl family and many beavers.

⁴And since 1994, it has been a focus of the Oregon Department of Environmental Quality's investigation of toxic chemicals in the lake's soils. The state thinks two factories caused the contamination. The department has given the two firms until April to assess the pollution and design plans for cleaning it up.

⁵Johnson Lake and the entire Columbia Slough is a remnant of the massive system of wetlands, lakes and sloughs that once existed on the south shore of the Columbia River to absorb and hold the river's floodwaters. During Prohibition, the lake was home to a moonshine still and later a dance hall. After the dance hall burned down in 1937, Johnson bought the entire lake and built a cabin.

⁶He spent long summer days there with his two daughters. He stocked the lake with bass. He fed the ducks. He taught his daughters to catch crawfish from the pier. And the family loved to watch the muskrats at play.

⁷Thoreson remembers her father trying to talk a farmer into selling his land to [a] glass factory. The farmer turned the tables on Johnson, offering to sell half of his farm if Johnson sold half of his lake to the factory. Johnson agreed.

⁸"That factory brought a lot of money into the city," said Thoreson, who lives a couple of miles from the lake. "But I kind of regret now that my dad ever sold it."

⁹By the late 1950s, Thoreson remembers sludge on the factory side of the lake. She saw ducks coated in the oily substance.

¹⁰"I cry when I go down there because the lake used to be so clear that you could see down to the bottom," Thoreson said. "I'd just love to have it like it used to be."

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1. First, have the students read the Lesson Text or article out loud.
 - a. If the students have already individually studied the material as a Lesson Text with audio recorded exercises, or they are somewhat more advanced students, you can begin by choosing students to read selected sentences or paragraphs.
 - b. If the newspaper article is new material you have just given to beginning students, you may read individual or partial sentences as a model. Then have the students repeat each phrase in unison as you read. You may then choose individual students to read selected sentences or paragraphs.
2. Have the students re-read the article for new vocabulary. Whenever students are unfamiliar with the meaning of a word, stop and let them find it in their own language / English dictionary. If other students' English vocabulary is reliable, you may encourage individuals in the same language group to define the word for their peers. It is usually most satisfactory to stop and explain vocabulary as each unknown word is encountered.
 - a. Encourage the students to write vocabulary words they do not know in a notebook with the meaning in their language written next to it. When introducing a new vocabulary word, give the students other forms (cognates) of the same word. (For example, to *adhere*, an *adhesive*, and *adhesion* are cognates.) (Note: it is helpful for a student to learn multiple cognate forms of a word at one time rather than trying to learn each form as a new vocabulary word when they encounter it. Association of a single word in multiple forms with one root meaning results in more rapid vocabulary retention. It also teaches the student how to develop cognate forms of words they will encounter in the future. Notice how cognate forms have been included in the vocabulary below. Verbs should be listed in the student's notebook according to their infinitive form *to remember* rather than by a conjugated form *she remembers*. After mastering the English verb's conjugation, it is far simpler for the student to learn a single infinitive form than it is for them to attempt to learn each form of a verb as an individual vocabulary word. *Spoken English Learned Quickly* always represents verbs in vocabulary lists in their infinitive form, and then provides numerous drills so that all tenses and persons can readily be applied to it.)

¹Dorothy Thoreson remembers when Johnson Lake, a 4-acre pond west of Portland, was a cool, clear body of water. But that was during the 1930s and '40s when her father, Harry Johnson, owned the lake and kept it as the family's private getaway from busy city life.

| | | |
|--------------------------|-------------|-------------|
| acre | her | to clear |
| body | lake | to cool |
| busy, busier, busiest | life | to get away |
| city | memory | to keep |
| clear, clearer, clearest | owner | to live |
| cool, cooler, coolest | pond | to own |
| during | private | to remember |
| family | to be | water |
| father | to be busy | west |
| from | to be clear | when |
| getaway | to be cool | |

- b. If a word unknown to the student is used twice or more in the article, it should be checked (✓) for special study.

¹Dorothy Thoreson remembers when Johnson Lake, a 4-acre pond west of Portland, was a cool, clear body of water. But that was during the 1930s and '40s when her father, Harry Johnson, owned the lake and kept it as the family's private getaway from busy city life.

²Thoreson, now 80, remembers squeezing lake mud between her toes, and paddling a little boat across it and down the adjoining Columbia Slough.

✓ lake

✓ to remember

- c. When students encounter similar words in new Lesson Texts or newspaper articles that have already been checked (✓) in their notebook, they should place a second check (✓✓) by it. The meaning of any word with two checks should be memorized.
- d. You will frequently encounter words in an article which use a secondary meaning. Help the students identify both the primary and secondary meanings of the word when multiple meanings do not become too cumbersome. As you can see in the example of the word "focus" below, the

secondary meaning becomes more graphic—and simpler to remember—when the primary meaning is understood.

⁴Since 1994, it has been a **focus** of the Oregon Department of Environmental Quality's investigation of toxic chemicals in the lake's soils.

focus: 1) the point at which light rays converge, 2) a center of attention

- e. Expressions are both an interesting yet confusing aspect of language. Identify expressions for the students and show them other examples of its use. Demonstrate its use with different subjects and verb tenses. English expressions are particularly confusing because they often separate the words of the expression in one sentence while combining them in other sentences.

²Thoreson remembers squeezing lake mud between her toes.

to squeeze something between something else

*She **squeezed** her son **between** two passengers on the seat.*

*She **squeezed between** two other passengers on the bus.*

³The lake is home to a great horned owl family. ⁵During Prohibition, the lake was home to a moonshine still.

something is home to something else

*Our city will soon be **home to** a professional basket ball team.*

⁷Thoreson remembers her father trying to talk a farmer into selling his land.

to try to talk someone into something The farmer turned the tables on Johnson. **to turn the tables on someone**

*Don't **try to talk him into** buying that car.*

***Turn the tables on him** and sell him the truck instead.*

- f. The students do not need to write names of places or people in their notebook.
3. Have the students again read the entire article aloud for *fluency* practice. Alternate between individual students, having them read either single sentences or entire paragraphs. They should read as smoothly as possible without stopping.
- a. **Fluency** is the ability to speak smoothly with proper **intonation**. Initially use single sentences for fluency drills, having the student repeatedly read a single sentence until he or she can read it smoothly. Eventually, do the same with multiple sentences or paragraphs. There is also value in having

even a beginning student read a longer passage or entire article without break in order to establish the **rhythm** of spoken English. You can later go back and work on specific problem areas of pronunciation and intonation.

- b. Watch for *pronunciation* problems. Each language group will have difficulty with certain sounds. For example, Russian speakers will probably have trouble pronouncing "th"; Japanese speakers may have difficulty distinguishing between "l" and "r." You may have Japanese students read the sentence below in order to practice that distinction. Work with those students until they can read the sentence fluently with correct pronunciation—or until you sense that they are beginning to make a distinction between the two sounds. Do not, however, publicly embarrass a student or push him or her to a point of frustration.

⁵Johnson Lake and the entire Columbia Slough is a remnant of the massive system of wetlands, lakes and sloughs that once existed on the south shore of the Columbia River to absorb and hold the river's floodwaters.

4. Providing a means for **structuring English conversation** practice with defined vocabulary words, defined sentences having understood meanings and a defined context for the vocabulary and sentences is one of the greatest benefits gained by using a Lesson Text or newspaper article for English conversation practice.

- a. The simplest level of exercise is that of **restating the sentence**. Using this technique, even beginning students are able to fluently speak complete and grammatically correct English sentences. Initially, short sentences with simple vocabulary can be used. Eventually, longer and more complex sentences are used, forcing the student to process more spoken English. For the first repetition, the student may read the response. The teacher may then repeatedly ask the student the same question until the student can immediately answer without looking at the text. This technique results in effective, positive reinforcement when a beginning student can speak complete English sentences smoothly from the start of their study.

³The spring-fed lake feeds the Columbia Slough's southern channels and attracts migrating songbirds and waterfowl. It's home to a great horned owl family and many beavers.

Teacher: What does the lake feed?

Student: The lake feeds the Columbia Slough's southern channels.

Teacher: What does the lake attract?

Student: The lake attracts migrating songbirds and waterfowl.

Teacher: What kind of songbirds come to the lake?

Student: Migrating songbirds come to the lake.

- b. On a more complex level of spoken English practice, the student may be required to **manipulate the sentence**. Then have the student practice shortening the answer (**pronoun manipulation**) as would commonly be done in conversation. Remember that correct English conversation uses many implied parts of speech.

³The spring-fed lake feeds the Columbia Slough's southern channels and attracts migrating songbirds and waterfowl. It's home to a great horned owl family and many beavers.

Teacher: What feeds the lake?

Student: The lake is fed by springs.

Teacher: What does the lake feed?

Student: The lake feeds the Columbia Slough's southern channels.

Teacher: Make the sentence shorter. What does the lake feed?

Student: It feeds the Columbia Slough's southern channels.

Teacher: What does the lake attract?

Student: The lake attracts migrating songbirds and waterfowl.

Teacher: Make the sentence shorter. What does the lake attract?

Student: It attracts migrating songbirds and waterfowl.

Teacher: Make your answer even shorter. What does the lake attract?

Student: Migrating songbirds and waterfowl.

Teacher: Make your answer as short as possible. What does the lake attract?

Student: Birds.

- c. A second and very useful sentence manipulation for spoken English practice is **verb manipulation** of the sentence. Manipulation can be done with either *tense* or *person*. (Note that a key such as "yesterday," "tomorrow," or "next year," is given with some manipulation exercises. However, the sentence is read in the tense of the newspaper article so that the student must do the mental work of changing the verb tense.) To become a fluent English speaker, the student must learn to respond spontaneously and quickly. You can also use sentence manipulation for "rapid-fire" question and response drills. Push the students, forcing them to respond quickly and correctly. The students will naturally pick up the tempo if your voice speed and inflection become rapid and if you greatly

reduce the interval between their response and your next question. However, never introduce a malevolent or demeaning tone into the exercise; always keep it light. This "rapid-fire" conversation practice can build student confidence and skill in dealing with normal English.

⁶He spent long summer days there with his two daughters. He stocked the lake with bass. He fed the ducks. He taught his daughters to catch crawfish from the pier. And the family loved to watch the muskrats at play.

Teacher: He fed the ducks. Yesterday.

Student: Yesterday he fed the ducks.

Teacher: He fed the ducks. Today.

Student: Today he is feeding the ducks.

Teacher: He fed the ducks. Tomorrow.

student: Tomorrow he will feed the ducks.

Teacher: He spent long summer days there with his two daughters. Last year.

Student: Last year he spent long summer days there with his two daughters.

Teacher: He spent long summer days there with his two daughters. This summer.

Student: This summer he is spending long summer days there with his two daughters.

Teacher: He spent long summer days there with his two daughters. Next year.

Student: Next year he will spend long summer days there with his two daughters.

Teacher: He feeds the ducks.

Student: He feeds the ducks.

Teacher: I.

Student: I feed the ducks.

Teacher: She.

Student: She feeds the ducks.

Teacher: We.

student: We feed the ducks.

- d. As the students become more confident of their speaking ability, you can have the student **explain the action** of a sentence or paragraph. The

students still have the advantage of a structured conversation because the vocabulary and context come from the Lesson Text or newspaper article. However, encourage them to reorganize the sentences so they are rewording or summarizing rather than merely repeating the written material.

⁷Thoreson remembers her father trying to talk a farmer into selling his land to [a] glass factory. The farmer turned the tables on Johnson, offering to sell half of his farm if Johnson sold half of his lake to the factory. Johnson agreed.

Teacher: Tell us what happened when Thoreson's father asked a farmer to sell his land.

Student: Her father tried to talk the farmer into selling his land to a glass factory. He told her father he would sell it if her father would also sell half of his lake to the factory. Johnson agreed and sold half of the lake.

- e. You can use **parallel subjects** with the sentence or paragraph in the Lesson Text or newspaper article. This technique should be used in simplified form with beginning students. However, it becomes most useful after students have developed greater fluency and have a sufficiently large vocabulary to express themselves adequately. Depending on the student's ability, you may ask questions individually eliciting answers to each question, or you may ask a series of questions and let the student complete an entire presentation. The student will, of course, make mistakes. In general, it is better to allow him or her to finish a thought (sentence) before making corrections. However, for both the student's sake and that of the class, make necessary corrections so that all understand the proper sentence structure.

⁶He spent long summer days there with his two daughters. He stocked the lake with bass. He fed the ducks. He taught his daughters to catch crawfish from the pier. And the family loved to watch the muskrats at play.

Teacher: Do you like animals? Have you ever fed ducks or caught crawfish? Do you have muskrats in your country? Have you ever watched them?

Student: Yes, I like animals very much. I have fed ducks at a lake in my country, but I have never caught crawfish. However, I know they are in our lakes. We do not have what you call muskrats in our country. But we have another animal that lives in the water and eats plants. It is larger than your muskrat, and it is also interesting to watch.

This technique using Lesson Texts or newspaper articles for leading student spoken English practice has two great advantages:

1. ***It helps the student.*** The structure of the newspaper article allows the student to readily use the same vocabulary and contextual material during conversation practice. This greatly enhances the student's ability to communicate with complete and grammatically correct English sentences.
2. ***It also helps the teacher.*** Once the teacher learns to use these basic techniques with the Lesson Text or a newspaper article, the teacher's class preparation time is greatly reduced. Yet, teaching effectiveness can be substantially greater. After initial experience in developing conversation practice from Lesson Texts or newspaper articles, a teacher can lead an hour of highly effective conversation practice without lesson notes or special preparation. When a conversation lesson from a Lesson Text or newspaper article is divided over several class sessions, the subsequent lesson merely continues from the stopping point of the previous lesson. Many hours of conversation practice can be drawn from even the shortest of the Lesson Texts.

Some U.S. newspaper websites.

www.seattletimes.com

www.chron.com

www.theoutlookonline.com

www.journalnow.com

www.denverpost.com

www.oregonlive.com

www.oaklandtribune.com

www.argusleader.com

www.mcall.com

www.startribune.com

Search websites for other U.S. newspapers.

www.hometownnews.com

www.dailyearth.com

www.thetownpaper.com

www.50states.com

www.usanewspapers.com

Search websites for English and other language newspapers.

www.newsdirectory.com

www.theworldpress.com

www.onlinenewspapers.com

A TECHNICAL COMPARISON OF *Spoken English Learned Quickly* AND ESL COURSES

We advertise saying that in hour-for-hour of study, a student using our *Spoken English Learned Quickly* course can learn to speak English in half the time it would require using ESL (English as a Second Language) courses.

Can we back that claim up?

We know it is true because we saw it in our adult students during the three-year development of the *Spoken English Learned Quickly* course. The course has now become the most widely distributed spoken English course in the world. We continue to receive feedback from independent users confirming our own observation. Our claim is also consistent with what is now known regarding the technical nature of the language-learning process. (See the box below.) Whereas most ESL courses emphasize cognitive learning at the expense of motor skill development and auditory feedback, *Spoken English Learned Quickly* was developed to equally and simultaneously emphasize all three.

When all of the processes required in normal human speech are *equally* and *simultaneously* included in a language program, the speed at which the student will acquire spoken language fluency is optimized. In contrast, when a language teaching method does *not* include these processes equally and simultaneously, that method will produce language fluency at a slower rate.

As we look carefully at the methodology of typical ESL instruction, we conclude that its failure to *equally* and *simultaneously* emphasize the three elements required in human speech is a striking weakness. ESL curriculum appears to be an adaptation from English grammar instruction which was originally designed to teach native English speakers. (See the paragraph below.) ESL is not a linguistic approach to language learning. We understand, of course, that the term "ESL" is too broad to define each English language program. Some ESL programs will be considerably more effective than others.

The present need for English as a second language in the United States' public schools was probably first encountered in the 1970s. Generally, the task fell to the schools' English teachers. Many of these teachers were themselves high school students in the late 1950s and early 1960s. Because they were predominantly native English-speakers, their interest in English was its grammar and literature. Undoubtedly, as high school students, most future English teachers also studied foreign languages. Again, high school and college students of the 1950s and 60s were usually taught foreign languages by means of grammar and written exercises.

We cannot fault these English teachers who were given the difficult task of teaching international students to speak English. But we must recognize that their training was not in linguistics. Furthermore, few would have experienced the emotional upheaval experienced by immigrant children entering a new culture without the ability to communicate with their peers. Nonetheless, the result was that early ESL instruction was "standardized" as a study of English grammar and writing skills with spoken English as a necessary—but often isolated—exercise. It was not surprising to find ESL classes where the primary learning activity centered around the teacher addressing a "classroom" of students.

But that was yesterday. Even though the early legacy of ESL is still with us, a new generation of ESL instructors are taking over. Today, doctoral degrees are being granted in ESL instruction. We hope there will be positive change.

Human speech requires three simultaneous processes:

1. **Cognitive knowledge.** Mental activity including both reasoning ability and memory is extensively used during speech. Both vocabulary retention and syntax structure are dependent on this mental activity.
2. **Motor skill development.** A high level of motor skill (learned muscle control) is required for human speech. Mouth shape, tongue position, and air passage manipulation involve both complex neural feedback to the brain and nerve controlled muscle responses which are acquired through long-term training. This is the first of two *feedback* mechanisms in the human brain which coordinates the cognitive and motor skills of the speaker.
3. **Auditory feedback.** Hearing is a vital part of human speech because it is the second of two *feedback* mechanisms in the human brain which coordinate the cognitive and motor skills of the speaker.

The detrimental effect on human speech when an individual is lacking in any one of these areas is readily observable. The deficiency may be the result of a problem at birth, lack of verbal stimulus in the early years of life, an injury to the mouth, the airway, or the brain, or as a consequence of degeneration at an advanced age.

Teaching cognitive knowledge, motor skills, and auditory feedback must not only be *equal*, but it must also be *simultaneous*. Training would be *equal* if fifteen minutes of instruction was given to a written grammar exercise, followed by fifteen minutes of practice positioning the tongue for the troublesome English "th," followed by fifteen minutes in which the students listened to the difference between the long and short sounds of the letter "a." But this would not be *simultaneous* cognitive, motor skill, and auditory feedback training. A language student must practice all three simultaneously because all three are used simultaneously in speech. ESL programs typically discuss, then demonstrate, then have practice sessions with students themselves alternately speaking and listening to others. Finally—if the ESL program has the equipment—the students are sent to a language lab. To be effective, however, the entire process must occur simultaneously with the student actively thinking, speaking, and listening to the sounds he or she is making. In the *Spoken English Learned Quickly* lessons, *all* English grammar, vocabulary, and question-and-answer constructions are taught using *spoken* language drills. In this course, cognitive, motor skill, and auditory feedback training is not only equal, but is also simultaneous. Because visual memory is an important supplement, we also include ample tables depicting many aspects of English grammar, vocabulary, and nuances of the language.

We tell our students, "You will learn best when your ears hear your mouth speaking correct English." Our statement is identifying the three components of human speech in non-technical language.

Spoken English Learned Quickly focuses on these three simultaneous processes which are essential in human speech.

1. First, we optimize the student's cognitive learning by restricting the use of written texts during verbal language drills. Even though it is both necessary and practical to allow the student to see the printed words when an exercise is introduced, once the student is familiar with the exercise, cognitive skills develop much more quickly if the student must depend solely on his or her mental ability to reproduce the oral drill. (Click on **See More** on our website home page.) We tell the student, "To learn to speak English fluently, you must think in English. You are not *thinking* in English if you are reading your answers."

There is also a maximum sentence length permissible in drills which are to be done entirely from recall memory. Consequently, drills in this course never exceed more than the length of a single sentence. There is significantly greater concentration when the student knows that the sentence must be repeated. During that intense concentration, cognitive skills are developing. ESL

programs typically fail in this area because concentration falls to a low level in a large classroom when a student is not required to give an answer, or when a teacher or another student is talking.

Word (or phrase) substitution drills are frequently used in *Spoken English Learned Quickly* because they require heightened mental activity as the student incorporates a new word (or verb tense) into a previous sentence.

2. Secondly, we are adamant that the student must speak aloud during all drill exercises. Because language learning also involves a great deal of motor skill development (particularly when English varies in pronunciation and tone from the student's mother tongue), language fluency will be much more quickly attained if all practice is done aloud at full speaking volume.

The primary focus of *Spoken English Learned Quickly* is the verbal use of English. For this reason, this course includes enough recorded audio lessons for the average student to be able to practice spoken English ten hours a week for nine months.¹ It would be rare indeed to find an ESL course which had audio drills for every exercise in its entire student workbook. In this course, all of the exercises for the complete course (247 pages of the 450-page *Student Workbook*) are reproduced as audio drills. The remainder of the pages are information tables and vocabulary lists.

3. Finally, auditory feedback is an essential part of the language learning process. When using the *Spoken English Learned Quickly* course, the student hears both the voice on the audio recordings and his or her own response. If the two sound identical, the student perceives the feedback as an affirmation that the cognitive and motor responses are correct. (In a moment, we will make a comment on the negative reinforcement of improper sentence structure or pronunciation during typical language learning.)

Spoken English Learned Quickly has carefully structured all of the audio drills so that auditory feedback is an integral part of the lesson. From the audio recording, the student hears a correct English sentence. The student can then reproduce that same sentence with immediate feedback confirming his or her pronunciation and syntax. In many drills, the same sentence is repeated twice so that the student is able to correct any mistakes.

¹ Each lesson contains an hour of recorded lesson material. We encourage the students to study each lesson for two weeks. At two hours per day for five days, the student will accumulate 10 hours of spoken English study each week. In order to complete the course, the student should accumulate approximately 320 hours of study in just the “homework” portion of the course. Review of previous lessons would add additional hours of spoken English study. Though it can be tedious work, it is this repetition which builds language fluency.

Again, we include as much recorded audio material in this course as we do because we feel that the auditory feedback portion of language learning is so important.

We need to add another component if we want the student to learn fluent spoken English. It is not enough that he or she merely thinks and speaks aloud to incorporate the three elements of human speech. It is also important that the student reinforces language learning by using correct syntax (sentence structure). Ideally, the student should never mispronounce a word or use a sentence with incorrect syntax. However, anyone who has attended a typical ESL class is well aware that students' responses frequently reinforce incorrect syntax.

With the *Spoken English Learned Quickly* course, we have moved as close to perfect syntax as possible. A student can speak English two hours a day with this course and never once use a sentence having incorrect syntax. There is enough recorded audio material to enable the student to speak two hours a day, five days a week for nine months with perfect syntax. In addition, the student will repeatedly drill using all correct persons and forms of over 500 English verbs. Typical ESL courses simply do not provide enough audio material for the student to do that much controlled English speaking.

Any language program must simultaneously stimulate cognitive learning, motor skill development, and auditory feedback in order to achieve optimum success.

A Hypothetical ESL Research Project

ESL teachers are working hard to teach English. They are investing a great deal of effort and want the best for their students. But there is also a place for careful evaluation of the effectiveness of any teaching method.

Imagine this research study. (This is only an example. We are not describing an actual study.) Mariko is a university student from Japan. She recently came to the United States because she wants to earn a master's degree in biology from State University. She is currently taking ESL classes at City Community College in order to pass the TOEFL exam. She usually sits next to another Japanese student in her ESL class.

Mariko agreed to help us without knowing the purpose of our test. We clipped a small VA (Voice Activated) tape recorder microphone to her sweater. She set the volume so that the recorder will only run when she is

speaking. The tape will stop moving when the teacher or any other student is talking. She will turn the recorder on when class first starts, and turn it off at the end of class. Mariko is adept at doing research projects, so she understands why we have not explained the purpose of the test to her. She also has the objectivity to *forget* the recorder during the class.

After the one-hour class, Mariko will return the recorder to us. At that time we will ask her to describe her English study schedule between her last ESL class and this day's class. We will also ask her to show us the assignment work she did prior to class.

Now, after class we have the recorder and Mariko's statement regarding her English study schedule. While we reviewed her assignment, we elicited from her the amount of time she spent in *silent* study, as against the time spent in an English language lab or other spoken English study.

Our first task is to determine how much English *speaking time* Mariko accumulated during the one-hour class. All we need to do is fast-forward the recorder to the last time it recorded anything she said. We set the counter to zero at that point, rewind the recorder to the beginning, and then play the tape back to zero while timing it with a stop watch. Since the recorder only advanced the tape when Mariko was actually speaking, this gives us the maximum amount of time Mariko spoke during the one-hour class. Next, we will play the tape with our stopwatch and time incidental sounds and any conversation in Japanese she might have had with other Japanese students. By subtracting the incidental and non-English time from the total English speaking time, we have a time record of how many minutes of actual English speaking Mariko did during an hour of ESL class.

We could do a simple study and figure only the ratio of time Mariko actually spoke English for the hour of ESL class. On the other hand, we could do a more complete study and add all of the English speaking time, including her time in the language lab. In the more complete study, we would then add the remainder of the class time indicated by the unused recorder tape and the *silent* study in preparation for class.

What kind of a ratio will we find between the time Mariko spent in her combined English study and the amount of time she was actually speaking English? Including the class (and possibly lab) time, she may have studied between three and five hours. During that time, how many minutes did Mariko actually speak English?

We have never conducted a study like the one described above. However, anyone with ESL experience knows that students spend limited time actually speaking English. ESL programs have emphasized cognitive learning with written exercises. Yet, simultaneously coordinating cognitive learning, motor skills, and auditory feedback as required for proper development of language fluency is limited. As a result, typical ESL programs offer far less than an hour of optimum English learning experience for each hour of class time. *Spoken English Learned Quickly* was designed to overcome these problems in typical English language learning programs.

In *Spoken English Learned Quickly*, an hour of time spent using the audio recordings results in a hour of active language learning. When the student is actively listening to the recorded speaker's voice, cognitive learning is occurring during the intense concentration required to verbally reproduce the sentence. (We are assuming that the student is not reading the printed text during language study.) In addition, there is auditory feedback as the student compares the sound of the speaker's voice with his or her response. As the exercise is repeated aloud by the student, there is motor skill training with additional auditory feedback from the student's own voice.

There is no secret formula which makes *Spoken English Learned Quickly* so successful, even though we feel that the emphasis on the English verb is the best in any English language course available. The feature that makes *Spoken English Learned Quickly* so effective is that the student spends the entire lesson time speaking correct English, simultaneously developing each component required for fluent speech.

The best way to learn to speak English is to speak it.

TEACHING YOUR TONGUE TO SPEAK ENGLISH

In order to teach non-native-speaking adults to speak a new language fluently, we must understand how the human mind produces speech so that we can then design an effective language instruction program.

However, before looking at the mechanics of speech, I want to draw an analogy from machine control because the analogy closely parallels neurological responses in spoken language.

Open-loop machine control

Wikipedia describes an **open-loop control** system as follows:

An open-loop controller, also called a non-feedback controller, is a type of controller which computes its input into a system using only the current state . . . of the system. A characteristic of the open-loop controller is that it does not use feedback to determine if its input has achieved the desired goal. This means that the system does not observe the output of the processes that it is controlling. Consequently, a true open-loop system . . . cannot correct any errors that it could make.

For example, a sprinkler system, programmed to turn on at set times could be an example of an open-loop system if it does not measure soil moisture as a form of feedback. Even if rain is pouring down on the lawn, the sprinkler system would activate on schedule, wasting water.

Figure 1 shows an open-loop control system. The control may be a simple switch, or it could be a combination of a switch and a timer. Yet, all it can do is turn the machine on. It cannot respond to anything the machine is doing.

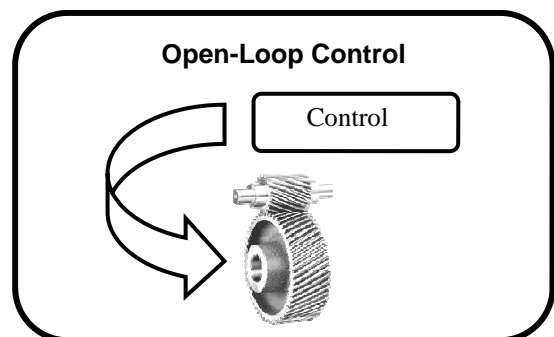


Figure 1: An open-loop machine control.

Closed-loop machine control

Wikipedia then describes **closed-loop control** as follows:

To avoid the problems of the open-loop controller, control theory introduces feedback. A closed-loop controller uses feedback to control states or outputs of a dynamical system. Its name comes from the information path in the system: process inputs (e.g. voltage applied to a motor) have an effect on the process outputs (e.g. velocity . . . of the motor), which is measured with sensors and processed by the controller; the result (the control signal) is used as input to the process, closing the loop.

Wikipedia's definition of a closed-loop system subsequently becomes too technical to use here. However, as Wikipedia suggests above, a sprinkler incorporating a soil moisture sensor would be a simple closed-loop system. The

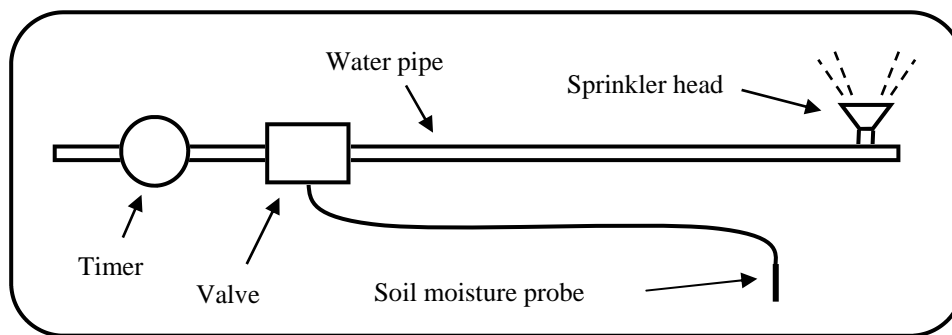


Figure 2: A closed-loop sprinkler system.

sprinkler system would have both a timer and a control valve. Either could operate independently, and either could shut the water off, but both would need to be open in order for the sprinkler to operate. The arrangement is shown in Figure 2.

If the soil is already moist, the sprinkler will remain off whether or not the timer is open. When the moisture probe senses dry soil, the valve is opened. However, after the sprinkler is on, if the soil becomes moist enough, the valve will close even if the timer is still open. Thus, the sprinkler uses feedback from its own operation to control itself.

Figure 3 shows a simple closed-loop machine control.

Notice that Figure 3 also shows a *calibration* function. Irrespective of whether it is a soil moisture sensor on a sprinkler—or a counter on a machine—there must be some way of setting the control so that it will respond in a predetermined way. In a machine application, the calibration function could be a counter which is set so that the machine will produce a certain number of finished parts.

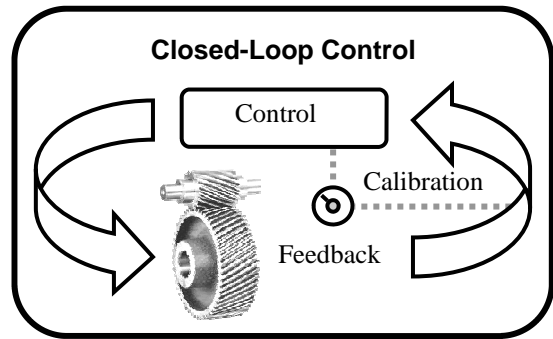


Figure 3: A closed-loop machine control.

Human speech is a closed-loop system

Human speech is a complex learned skill and is dependent on a number of memory and neurological functions. Speech is a closed-loop system because sensors within the system itself give feedback to the control portion of the system. The control then corrects and coordinates ongoing speech. In this case, the mind is in control of the closed-loop system, the mouth produces the desired product (speech), and auditory feedback from the ears and feedback from the nerve sensors in the mouth allow the mind to coordinate the speech process in real time.¹

When you speak your own language, your mind stores all of the vocabulary you need. Your mind also controls your tongue, mouth, and breathing. Your hearing is also an important part of the control because your ears hear everything your mouth says. Therefore, what you say next is partially dependent on the vocabulary and other information stored in your mind. But what you say next is also dependent on what your ears are hearing your mouth say, and on the feedback that is coming from the nerves in your tongue and mouth.

Because you have spoken your own language all of your life, all of this control is automatic—you do not need to think about it. But when you learn to speak English, you must retrain all of these processes so that they will all work together at the same time. It is not enough to simply put new vocabulary words or grammar drills into your memory. You must retrain your mind to use all of the

¹ Some researchers think human speech is an open-loop system. However, it has been shown that the human brain does many things using both open- and closed-loop control. As suggested in this chapter, spoken English learning would be improved using *spoken* English study irrespective of whether speech control is open- or closed-loop.

new sounds your ears will hear, as well as the new movements of your tongue, mouth, and breathing. Yet, since all of these things must happen together for you to speak fluent English, all retraining of your memory, hearing, and the nerves in your mouth must be done simultaneously.

The inter-relationship of these functions is shown in the table below. The meanings of specialized words are given below the table.

| The Organ or Sense | Primary Function(s) | Comments |
|---------------------------------------|--|---|
| The mind provides: | <ol style="list-style-type: none"> 1. vocabulary memory 2. partial syntax control 3. feedback coordination 4. calibration by the speaker to give meaning to the sounds | The mind is the storage bank for vocabulary. Memory is also involved in structuring syntax. The mind uses both auditory and proprioceptive feedback to monitor and calibrate speech in real time. |
| The mouth and related organs provide: | <ol style="list-style-type: none"> 1. sound production 2. breath regulation 3. proprioceptive feedback to the mind in real time which regulates pronunciation and provides partial syntax control | The proprioceptive sense is involved in both pronunciation and syntax feedback. It is essential for speech control. |
| Hearing provides: | <ol style="list-style-type: none"> 1. auditory feedback to the mind in real time | Auditory and proprioceptive feedback are combined in the mind for essential speech control. |

Table 1: The three components of human speech and their primary functions.

Proprioceptive.² Human speech would be impossible without the proprioceptive sense. (*Proprioceptive* refers to the sense within the organism itself which detects or controls the movement and location of the muscles, tendons, and joints which are used to create speech.) Our mouth, vocal cords, diaphragm, and lungs incorporate thousands of nerve sensors which the brain uses to control the movement and position of these same organs—the mouth, vocal cords, diaphragm, and lungs. Imagine the complexity of pronouncing even a single word with the need to coordinate the tongue, breath control, and jaw muscles. Now multiply this complexity exponentially as sentences are constructed in rapid succession during normal speech.

Real time. Unlike an open-loop control system, a closed-loop control system monitors feedback and corrects the process as the machine is running. The reciprocal path between the control, the feedback sensors, and the process itself is instantaneous. That is, information is not stored for later use. Rather, it is used instantaneously as the sensors detect it. In this chapter, I use the term *simultaneous* to indicate real time feedback during speech.

Calibration. In human speech, the mind must constantly monitor the feedback information from both the speaker's own hearing and the proprioceptive senses which enable the mind to control muscles and create the desired sounds. Thus, the speaker is constantly "calibrating" the feedback to control speech. To change a tense, the speaker may change "run" to "ran," or change the person from "he" to "she," and so on. These "word" changes are achieved by precise control of the muscles used to produce speech.

We "calibrate" our speech frequently as we talk. This is why we can misuse a word, verb tense, or some other part of the initial sentence, and still make corrections in the remaining words of the sentence so that the listener does not hear our mistake.

Thus, in Figure 4, human speech is represented as the interplay between the mind, the mouth, and its related organs (represented in the figure by the tongue), two feedback systems, and conscious calibration as the speaker constructs each sentence. In addition, calibration is continuously taking place within the control center—the mind. However, because it is acting on feedback from hearing and

² The terms *Proprioceptive Method* and *Feedback Training Method* may be used interchangeably in describing this language learning method. An earlier term, *Proprio-Kinesthetic Method*, was also used for this same language program. I will use the term *proprioceptive* to describe the neurological process but will call the language learning method the *Feedback Training Method*.

the proprioceptive senses, I am showing calibration as acting on the source of the feedback.

When children learn their mother tongue, their natural ability to hear and mimic adult speech builds complex proprioceptive response patterns. A French-speaking child effortlessly learns to make nasal sounds. An English-speaking child learns to put her tongue between her teeth and make the "th" sound. A Chinese-speaking child learns to mimic the important tones which change the meaning of words. Each of these unique sounds requires learned muscle control within the mouth.

I make no apology for the intricacy of this explanation. The neurological feedback and resulting control of the muscles involved in speech is extremely complex. The mind is involved in a far greater task than simply remembering

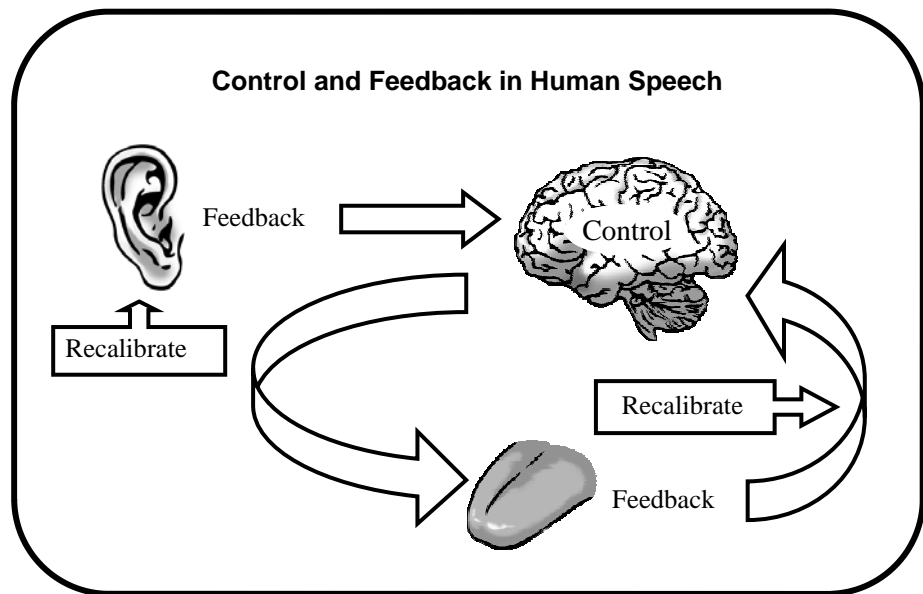


Figure 4: Control and feedback in human speech.

vocabulary and organizing words into meaningful sentences.

If you are learning English as a new language, all of its unique sounds and syntax must be learned. This is much more than a memory function involving just your mind. Each of these new sound and syntax patterns requires retraining your entire mind, the nerve feedback in your tongue, mouth, and breathing (which is proprioceptive feedback), and the auditory feedback (your sense of hearing).

Even English syntax is dependent on your proprioceptive sense. The statement, "This is a book," *feels* different to the nerve receptors in your mouth than the question, "Is this a book?" We can certainly understand that memory is involved in the use of correct grammar. Just as important, however, is the observation that proprioceptive feedback demands that a question evoke a different sequence of feedback than a statement. This is why I have identified

partial syntax control in Table 1 as being a shared function of both the mind (memory) and the mouth (as a proprioceptive sense).

If you doubt that the proprioceptive sense is an important part of speech, try this experiment. Read two or three sentences written in your own language. Read it entirely in your mind without moving your lips. You may even speed read it. Now read the same sentences "silently" by moving your lips without making any sound. Your mind will respond to the first way of reading as simple information which is primarily a memory function, but will respond to the second way as speech because of the proprioceptive feedback from your mouth.

Did you also notice a difference between the two readings in terms of your mental *intensity*? The first reading would elicit the mental activity required when you do a written grammar-based English assignment. The second would result in the same kind of mental activity required when you study English using spoken drills. How quickly you learn to speak fluent English will be directly proportional to your mental involvement when you study.

The best way to learn English

Two skill areas must be emphasized if you want to learn to speak English fluently. The first is memory (which is involved in both vocabulary and syntax) and the second is proprioceptive responses (which are involved in both pronunciation and syntax).

You may be able to learn simple vocabulary-related memory skills with equal effectiveness by using either verbal or visual training methods. That is, you may be able to learn pure memory skills equally well with either spoken drills or written exercises.

However, it is impossible for you to retrain your proprioceptive sense without hearing your own voice at full speaking volume. Thus, in my opinion, it is a waste of your time to do written assignments for the purpose of learning spoken English.

Surprisingly, it will take far less time for you to learn both fluent spoken English and excellent English grammar by studying only spoken English first, than it will for you to study written English grammar lessons before you can speak English. This does not mean, however, that grammar is not a necessary part of spoken English instruction. It is impossible to speak English—or any other language—without correct use of its grammar. My statement simply means that the best way to learn English grammar is through spoken English exercises.

Inasmuch as spoken English involves multiple areas of skill working cooperatively in real time, it is mandatory that effective spoken English teaching methods simultaneously train all of these areas of speech. This is shown in Figure 5.

It is the important area of the proprioceptive sense which has been most overlooked in current grammar-based teaching methodology. When any student over the age of about 12 attempts to learn a spoken language, his or her proprioceptive sense must be consciously retrained for all of the new sounds and syntax.

Furthermore, to properly retrain the proprioceptive sense of the mouth, the combined feedback from the mouth and hearing must be simultaneously processed in the mind. Simply said, the student must speak out loud for optimum spoken language learning.

Without simultaneous involvement of all skill areas of speech, it is impossible for you to effectively retrain your proprioceptive sense in order for you to speak fluent English. Yet, this is exactly what grammar-based English instruction has traditionally done by introducing grammar, listening, writing, and reading as segregated activities. It is not surprising that you have studied English so long in school without learning to speak fluently.

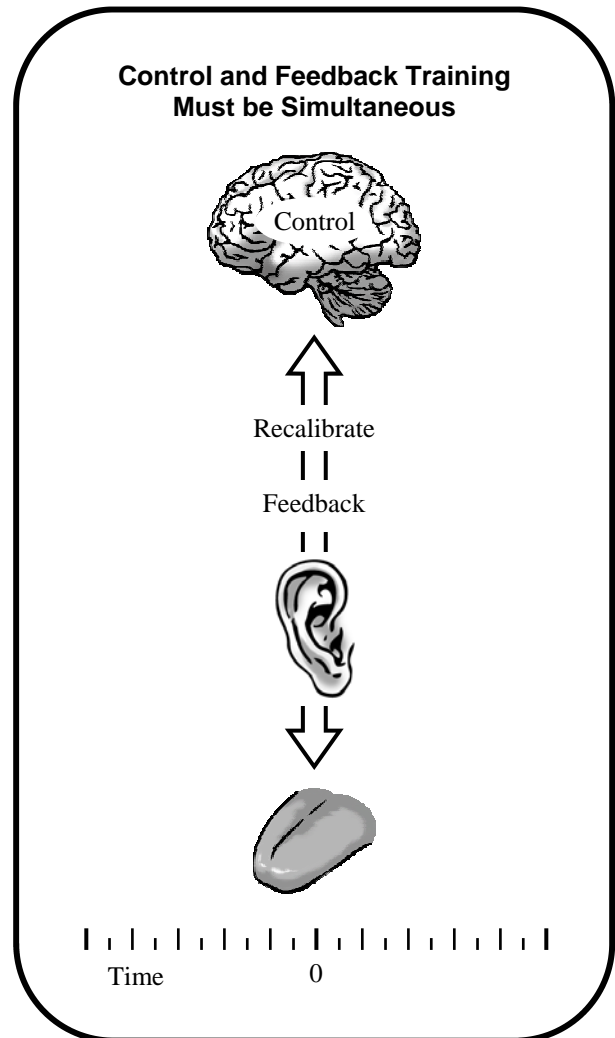


Figure 5: Control and feedback training must be simultaneous.

Grammar-based instruction has hindered English learning by segregating individual areas of study. This segregation is represented in Figure 6. Grammar-based English training has not only isolated proprioceptive training areas so that it

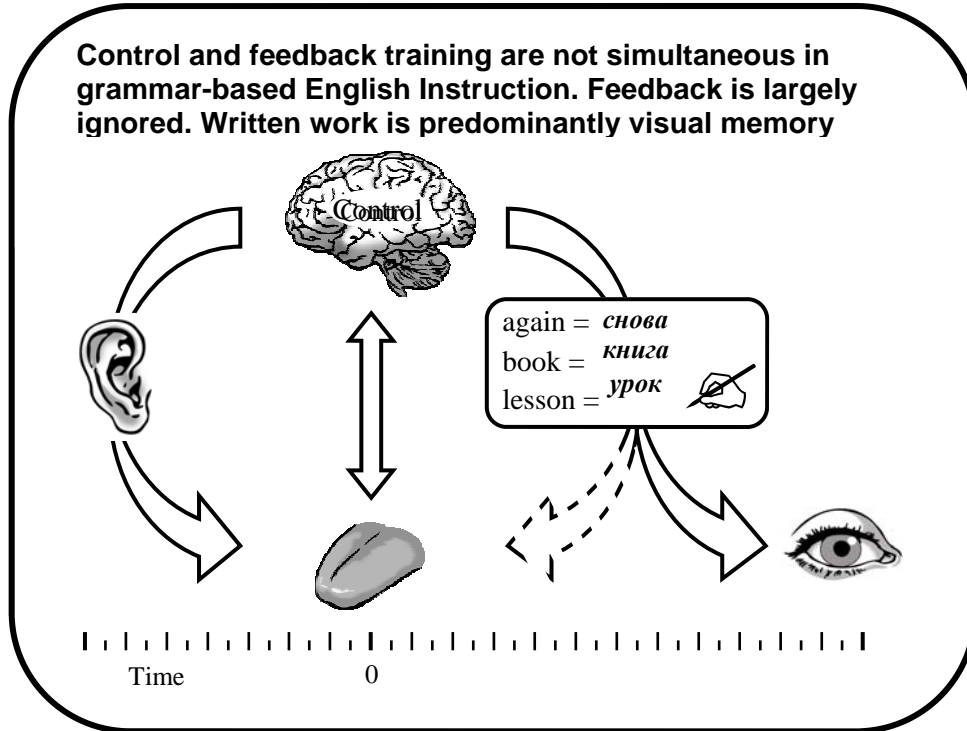


Figure 6: Control and feedback training are not simultaneous in grammar-based English instruction.

prevents simultaneous skill development, it has replaced it with visual memory training by using written assignments. Grammar-based language instruction teaches English as though spoken English was an open-loop system. The result for the student is that, gaining English fluency requires far more study time, pronunciation is often faulty, and grammar becomes more difficult to learn.

Conclusion.

Grammar-based language study traditionally teaches a spoken language as though speech is primarily a function of memory. Consequently, grammar-based instruction has emphasized non-verbal (written) studies of grammar, writing, reading, and listening. All of these activities may increase recall memory for written examinations, but they have little benefit in teaching a student to speak a new language.

The only way an adult can effectively learn a new spoken language is by using spoken language as the method of instruction. All lessons should be verbal, with the student speaking at full voice volume for the entire study period.

This article is Chapter 1, taken from the book *Learning Spoken English* which is available from the www.FreeEnglishNow.com website.

CAN BEGINNING AND ADVANCED STUDENTS USE THE SAME LESSONS?

Article Summary: Without first evaluating the unique qualities of the English language, and without questioning how language is actually learned, it is routinely assumed that English lessons must be graded into *beginning*, *intermediate*, and *advanced* levels.

However, a careful assessment of English as a spoken language indicates that English does not use multiple levels of language complexity. Basic sentence structure remains constant irrespective of the socio-economic level of the speakers or the subject matter. The only exception is in specialized legal and technical writing which is rarely used in normal conversation. (Notwithstanding this uniformity of sentence structure, however, specialized vocabulary certainly introduces a degree of complexity.)

We maintain that the kinds of English sentences which beginning students must practice are the same kinds of sentences which advanced students must master in order to become fluent in English. Beginning students must learn English in the context of full sentences. Advanced students must use the same kind of sentences to perfect syntax and intonation.

We asked if beginning and advanced students can use the same lessons. Before we give an intuitive answer, we need to ask the question properly. We should ask instead, "Does English have multiple, specialized language divisions?"

The answer is, "No, it does not." There is no *high* English language spoken by the gentry as contrasted to a *low* language spoken by commoners. Historically, this has been true in many languages such as Greek and Chinese, to mention only two. Modern English does not even have a specialized construction for folklore. Many cultures which have preserved an oral tradition have a story-telling form of the language distinct from the language used in normal conversation. In these cultures, there will often be specialists who repeat the folklore in public gatherings. Common English has none of that tradition. (*Ebonics*, and more recently *Rap*, however, are sub-classes of English in which there are specialized language divisions.)

In fact, English is so simple in this regard that we do not even have two forms of address for people of different social standing. (French, for instance, has strict conventions regarding the use of "tu" or "vous" when addressing a listener.) A

U.S. citizen would address both the President of the United States and a young child as "you."

English certainly has specialized vocabularies. Any student who has taken courses in anatomy, law, physics, automotive technology, psychology, engineering, geology, or anthropology has spent a great deal of time mastering specialized terminology. But the essential English which combines these words into a sentence is still the language of the street or the daily newspaper.

So, aside from specialized vocabularies, English has no divisions representing varying levels of language complexity. Almost any individual with at least a high school education could make essentially the same evaluation of another speaker's ability to use *good* or *bad* English.

There is only one *kind* of English we can teach to an English language student. We do not need two (or more) different course levels. This does not mean that English is a simple language to learn. Far from it! However, the same complexity is found in *all* spoken English, not merely in some higher level.

Why have ESL programs traditionally insisted that there must be beginning, intermediate, and advanced levels of English study? It is not because there are beginning and advanced levels of spoken English. It is because there are beginning, intermediate, and advanced explanations for English grammar. (This means that some rules of English grammar are easy to explain. Some rules of grammar are more difficult to explain. And some are so complex that a highly technical explanation would be required.) But spoken English is one subject of study, whereas the formal rules of English grammar are quite another.

In the next section, we will look at grammar as it relates to spoken English instruction.

Now, we can answer our question, "Can beginning and advanced students use the same lessons?" Of course they can. There is only one level of spoken English. Beginning students must start by speaking normal English sentences. Advanced students must continue until they are able to fluently pronounce those same normal English sentences.

There will be a great difference between the fluency skills of beginning and advanced students. But there is no difference in the *level* of English sentences they must study. They must both use the same English sentences to initiate—and then to master—the process which will develop the necessary cognitive, motor, and auditory skills used to speak fluent English.

Does this *Spoken English Learned Quickly* method work? It works very well, and it produces results extremely quickly.

GRAMMAR AND WRITING IN SPOKEN LANGUAGE STUDY

Article Summary: Language is unintelligible without grammar because grammar consists of the rules used to string words together into units which convey meaning. The issue is not whether or not a student learning English as a second language needs to know grammar. The question is how grammar is best taught.

I had the great advantage of growing up in a home in which grammatically correct English was spoken. As I progressed through grade school and into high school, my language ability matured as a result of my home and school environments.

In retrospect, I believe that, for the most part, I used proper sentence structure and pronunciation because that is what I heard in my home. However, when I went to school, I needed to *learn* grammar. I—like probably most of my classmates—did not learn to speak because I studied grammar. Rather, I learned how to do grammar exercises because I already knew how to speak.

Certainly, I learned many important things about my language through grammar study. Studying English grammar primarily reinforced the language fluency—commensurate to my age group—which I already had. But I did not learn to speak English as a result of English grammar lessons.

English grammar was valuable. It gave me a greater understanding of my language. But it was of importance to me only because I had already achieved basic English fluency.

On the other hand, I also took two years of Spanish in high school. We started with basic grammar. We wrote exercises every day. But we almost never heard spoken Spanish, much less spoke it ourselves. (Language instruction in the United States has changed considerably since I was in high school.) After graduation from high school, I could neither speak Spanish nor understand Spanish grammar.

Within 10 years of my high school graduation, I spent a year in Paris studying French. I had the great fortune of enrolling in a French language school that emphasized spoken French to the complete exclusion of written exercises. Not only did I learn French grammar (meaning, that I learned to use sentences that communicated what I intended to say to a French listener), but I began to understand the Spanish grammar which made no sense to me in high school.

Because I could read and write in English, I had no difficulty reading French. It was a simple transfer of knowledge from reading in English, to reading in French.

Later, I learned another language in Africa. Because school-based language courses were almost non-existent in that country, all of my language training was done with recorded language drills adapted from local radio broadcasts. Yet, I learned how to structure a sentence in that language—which is applied grammar—and how to write much more quickly than had I been studying grammar and writing independently of the spoken language.

ESL has reversed the process for non-English speaking students with poor results. The quickest way to teach international students to read English is to teach them first to speak. The fastest way to teach them sufficient grammar to pass college entrance exams is to build a foundation by teaching them to speak fluent English. Then they will understand English grammar.¹ And finally, it is almost impossible to teach non-English speaking students how to write well before they have mastered basic spoken English. Whenever the process is reversed, it takes an unnecessarily long time to succeed in teaching grammar and writing skills, much less spoken language fluency.

But do not misunderstand what I am saying. One cannot speak any language—fluently or otherwise—without knowing the grammar of that language. That is true because grammar consists of the rules used to string words together as units to convey meaning. (In English we call these units sentences or paragraphs.) In English, we can use a given number of words to make a statement or ask a question by the way in which we order the words and use inflection. Simply stated, placing the words in the correct order is applied grammar.

The issue is not whether or not a student learning English as a second language needs to know grammar. Language is unintelligible without it. The question is how grammar is best taught.

For the answer, we must go back to our model of the three speech functions which are 1) cognitive learning, 2) motor skill development, and 3) auditory feedback. In that article, I said that the most expedient way to teach these three functions is to teach them *equally* and *simultaneously*. So when is the best time to introduce the grammar rule that the word order "That is a book" is an English

¹ This statement can be verified quite simply. Public libraries often have ESL sections in which there is more than likely a TOEFL (Test Of English as a Foreign Language) study guide. These study guides give numerous examples of multiple choice TOEFL test questions on which hopeful international students will stake their future academic careers. Pick a grammar section and test yourself. Almost any native English-speaker could very quickly complete the section with a near perfect score by merely choosing the best *sounding* multiple choice answers.

statement, and "Is that a book?" is an English question? The best time is when the student simultaneously learns how to speak these two sentences. That would take place while learning a large number of similar sentences so that he or she develops a cognitive sense reinforced by motor skill and auditory feedback that the order and inflection of the one sentence is asking a question, while the other is giving an answer. The *sound* of the sentence is as much an indicator of its meaning as its written form. Right? Right!

Though a student will never write any grammar exercise in Spoken English Learned Quickly, every lesson—by design—is filled with spoken grammar exercises.

There is also a relationship between good pronunciation and good spelling. I am a poor speller. I understand that some of my problem stems from poor pronunciation of many of the words I misspell. At some point, everyone who will write English well must study spelling. Yet, it will probably be faster for a student to learn good spelling after learning good speech habits than it would be for the same student to learn good spelling in the absence of the ability to speak. (In practice, in a spoken language course such as *Spoken English Learned Quickly*, the student learns the spelling of each word as it is added to the vocabulary for a new lesson.)

I am not saying that grammar or spelling are unnecessary for the new English learner. Rather, I am saying that grammar can be taught more effectively—and in less time—using audio language drills. Teaching grammar with spoken language has the great advantage of reinforcing the cognitive learning of grammar while using two additional functions found in normal speech—motor skill feedback and auditory feedback. Teaching grammar as a written exercise does develop cognitive learning, but it reinforces it with *visual* feedback. Though visual feedback is effective, it is outside the context of spoken language. Therefore, while using written grammar exercises, the single reinforcement of visual feedback *outside* of the spoken language context replaces motor skill feedback and auditory feedback which are both *inside* the spoken language context. The trade-off is costly and retards progress. Far more is gained when the student identifies correct grammar by the way a sentence *sounds* rather than by the way it *looks*. (Though you would not typically explain it this way, it is also important on a subconscious level that the student learns how correct grammar *feels*. As a function of the kinesthetic sense, a statement produces a certain sequence of sensory feedback from the mouth, tongue and air passages that *feels* different than a question. A speech pathologist working with children's speech problems will pay a great deal of attention to this part of speech during retraining.)

It will take considerably longer to teach a non-English speaking student how to manipulate English grammar, and then speak English correctly, than it will to teach the same student to first speak English correctly, and then introduce rules of grammar. This gain will be greatly augmented, however, if the rules of grammar are incorporated into the spoken English lessons themselves.

A year spent exclusively in spoken English study with the *Spoken English Learned Quickly* course will produce a marked degree of English fluency. With that English fluency, the student will gain a functional understanding of English grammar. The same amount of time spent in English grammar study will produce limited English fluency, with the result that there will also be little practical understanding of English grammar.

WHAT IS ASE (ACCELERATED SPOKEN ENGLISH)?

Article Summary: ASE is a spoken language instruction method for teaching English by *equally* and *simultaneously* stimulating the mind, the muscles of the mouth, and the feedback mechanism of hearing. The method is known as the **Proprioceptive Method**, or more commonly, as the **Feedback Training Method**.

In keeping with our current understanding of the essential elements of human speech, ASE (Accelerated Spoken English) was designed to teach spoken English by *equally* and *simultaneously* stimulating the mind, the muscles of the mouth, and the feedback mechanism of both the neurological senses of the mouth and hearing. This can only be accomplished while the student is *speaking* English.

Furthermore, not only must the student *speak* English, but everything the student says must be grammatically *correct*. Therefore, ASE developed audio exercises which assure that the student uses only grammatically correct sentences during the entire instruction time.

The demands of the two paragraphs above seem like an impossibility. This is especially true when one considers that a well-developed language course should include enough instruction material for nine months of study.

Yet, this *impossible task* is exactly what has been accomplished in this course. *Spoken English Learned Quickly* contains enough recorded audio lesson material to provide two hours of study a day, five days a week for nine months. This is why our students learn to speak English at twice the hour-for-hour rate of ESL students.

Both the exercises and the audio recordings were designed to accommodate the essential elements of human speech in order to produce a true ASE language course. The result is the *Spoken English Learned Quickly* ASE course. The new language learning method which was developed for this course is known as the **Proprioceptive Method**, or more commonly, the **Feedback Training Method**.

SOCIALIZATION VERSUS LANGUAGE INSTRUCTION

Article Summary: Almost every agency or organization working with immigrants will face a similar dilemma. The individuals these organizations help usually need assistance with *both* spoken English and integration into the American culture.

It is entirely appropriate to help new arrivals with both needs. The difficulty comes, however, in that intense language study is inherently more stressful than the *fun* activities involved in teaching them about our own culture. Added to that is the natural desire on the part of each agency or organization to make these uncertain immigrant adults feel comfortable as they come to English language classes.

Too often, this dilemma results in inadequate English language instruction, and immigrant adults feel overwhelmed in their attempt to learn spoken English.

Across the United States, there are a large number of funded agencies and non-funded organizations helping non-English speaking immigrants. I commend each organization and individual for their effort.

Teaching English to recent arrivals in the U.S. may be the most important contribution we can make to their future well-being. But learning English is not their only felt need. They often need help obtaining adequate training and trade licensing. Many families will need assistance with housing or children's schooling. They will occasionally need assistance with insurance or legal issues. Writing letters for a non-English speaking neighbor is a great help when bureaucratic complexities become overwhelming.

I am particularly encouraged when I see this aid coming from private individuals and non-profit organizations. Many churches are sponsoring English language programs. Many more need to follow suit.

However, whenever a private organization is involved with language training, they often struggle with the balance between adequate English language instruction and socialization. Socialization is the process wherein the immigrant is accepted in his or her new country. It is vitally important. Aside from those they know at work, many immigrant adults have little contact with people from outside their own language community.

And now, we introduce the problem. Vladimir and Olga were invited to an English class at First Community Church (FCC). They had been in the United States for eight months. Yet, this was the first time they had been any place socially besides immigrant-service programs, community college ESL classes, and homes of Russian friends from their church. They were apprehensive, yet pleased. Overshadowing their hope, however, was their growing sense of futility in learning English as a spoken language.

Their first evening at FCC was pleasant enough. An American involved with the program knew some Russian and talked with them at length. There was also an older Romanian couple with whom they spoke in Russian. The night's highlighted country was Brazil. Two students from Sao Paulo prepared a dessert and described it in English. (Vladimir and Olga assumed it was fluent English from what they gathered by the teacher's response.) There were, of course, the English lessons. An American teacher asked them questions in English from a book. When Vladimir's turn came, he was able to give a halting response to one question, but the American had to help him with the second answer. Both times he was told that his answer was "good." Olga could only shake her head and weakly smile when her turns came—she was afraid to try, though the American said something about, "That's okay. Next week you will do better."

Oops! Did Vladimir and Olga come to learn about Brazilian cuisine, talk in Russian, look at pictures, and hear other students and "Americans" talk? Or did they come to learn to speak English?

Every program will struggle at this point. However, I would encourage you to establish priorities and stick with them.

1. Most of all, teach *spoken* English. Vladimir and Olga would have been more satisfied with the evening if each had been given an MP3 player with *Spoken English Learned Quickly, Lesson 1*, if a language aide had shown them how to use the player, and if they had spent an hour and a half in intense speaking practice. For a full hour and a half they would have been speaking English. When leaving, they could have felt that they made measurable progress.
2. Meet the students' felt needs, but do it outside of language instruction time. The American who spoke Russian could have asked Vladimir and Olga if they were having any problems. Had Vladimir mentioned that they were having a problem with their car insurance, the American could have asked them to talk to him after class. After class, the American could have offered to write a letter to their insurance company for them. Vladimir and Olga would have been immensely encouraged.

3. Be ingenious in providing variety in the spoken English exercises. If it is a two-hour evening session, provide a short break after the first hour. But persistently teach spoken English. (This means that the *student* is speaking English, not the teacher.)
4. Understand that you will not succeed with every student. There is a reason why English class *social hours* work as well as they do. Many non-English speakers have learned that they can spend two hours a week in a program that is not demanding, and still satisfy themselves that they are "learning English." However, no matter how long these students are in the program, they will never learn to speak English well.
5. Instead, set your sights high and reach those who genuinely want to work hard. You will see a demographic shift in your students. Rather than attracting those who want to find an easy non-solution to their language predicament, you will attract students who want to work and will reward both themselves and you with their success.

If you are involved in a non-profit language program, you will certainly face the problem of socialization versus language instruction. I encourage you to carefully assess your purpose in conducting the class. Socialization is important. But find creative ways of accomplishing that by using others' assistance. Do not sacrifice spoken language instruction for it. In the long run, you will give your students far greater satisfaction by teaching them to speak English than you will by letting them sample the cuisine of other countries.

You have a marvelous tool available to you. *Spoken English Learned Quickly* is a high-level spoken English course which is being used worldwide. Yet, you can download it free and make copies for use in your own program. You can also give students the material to study on their own during the week. Establish the reputation that your program is *the* place to come to learn spoken English quickly.

TWO TOPICS OF DEBATE

The following quotations should catch the attention of those of us in the field of English language instruction:

...based solely on expected population changes, the number of people using English as their second language will grow from 235 million to around 465 million during the next 50 years. This indicates that the balance between L1 [first language; mother tongue] and L2 [second language] speakers will critically change, with L2 speakers eventually overtaking L1 speakers.¹

For the first time in the history of the English language, second language speakers outnumber those for whom it is the mother tongue, and interaction in English increasingly involves no first language speakers whatsoever.²

Interest in learning English is no longer confined to either a few international students who want to enter British or American universities or a small number of displaced immigrants who want to learn English in order to find employment. English is becoming the language of international business and education, and—even more surprising—is also commonly used as a second language between people in the same country who do not speak a common indigenous language.

There is a huge demand for English language instruction around the world. It is not only sought by the highly educated and professional elite, but also by shop keepers and service personnel who are eking out a living from tourism and menial trades. A high volume of communication business in technical support and sales has shifted to countries where English-speakers can be employed for lower pay.

Needless to say, this raises many questions which were beyond even asking before the close of World War II. Two of them have a special importance for English teachers.

¹ McKay, S., 2002, *Teaching English as an International Language*. Oxford: Oxford University Press, page 13.

² Jenkins, Jennifer, 2000, *The Phonology of English as an International Language: New Models, New Norms, New Goals*. Oxford: Oxford University Press, page 1.

Is there a “correct” English?

The first question sounds strange to those of us from either North America or the United Kingdom. Our intuitive response is that there most certainly *is* a “correct” English because it would be the basic *original* English.

Subsequently, we get caught in our own trap. No, we don’t mean Shakespeare’s English, we mean the English spoken in London or San Francisco today. But why don’t we consider the English spoken in Singapore, the Caribbean, India, or Africa as a model for correct English?

Then we would uncover an international language debate regarding globalized English. There is a groundswell defense for the position that in today’s multicultural community, no one country or ethnic group *owns*³ English.

This tension increases until we discover that there is no international agreement as to *which* English we should teach the students coming to our next beginning English class.

With that, I will leave the debate to those writing journal articles and simply interject an obvious, but often overlooked, answer.

Let’s agree that no one English is the standard, be it British, American, or any other. And then—most importantly—let’s recognize that it depends on the need of the student as to what variety of English he or she should be taught.

If a student wants to speak English in order to become a successful merchant in a busy Pakistani outdoor market, then he or she wants to learn Pakistani English. If another student plans on working in the Kenyan service industry, then an equivalent African English is what will be needed. A Singaporean taxi driver will do fine with a local English using unsophisticated verbs as long as he can communicate directions and money values.

On the other hand, someone from India or the Philippines wanting to represent a United States-based software company in telephone support will need to learn excellent spoken American English. So, too, the student from Singapore wanting to enter a university near London will need to study formal British English.

By focusing the attention on the students’ purpose in learning English, we sidestep the prickly debate of which English is *best*. In reality, there is no such thing as a one-size-fits-all English program. Based on the teacher and the language study materials available, the prospective students should be made

³ Widdowson, Henry G. 1994. *The ownership of English*. *TESOL Quarterly* 28: 2, 377-389.

aware that a particular English course is British, American, Indian, or whatever else.

With that as a preface, the *Spoken English Learned Quickly* course is colloquial English designed for use by university and professional people. There are two accent choices. The American accent is the most widely adaptable accent for life in the United States and is that which is commonly heard on national network broadcasts. It is easily understood by all and is not colored by regional colloquialisms and accents.

The second choice given in the *Spoken English Learned Quickly* course is the British accent used on BBC (British Broadcasting). It is the accent used in the area surrounding London, and would be widely understood in the United Kingdom and countries which have followed its educational system.

Is it appropriate to use a mother tongue in English instruction?

Our second question arises from an emotionally charged debate in non-English speaking countries. We may rightly be asked, “Can non-native English speakers effectively teach spoken English?” It’s one thing to attempt to answer this question in a TOESL (Teaching Of English as a Second Language) class at a university in the United States. It’s quite another to respond to a group of English majors at a university in Pakistan.

Again, let’s leave the debate to others. Experience indicates, however, that using the students’ mother tongue in English language instruction certainly has an appropriate place:

1. **Using the mother tongue as a bridge.** A common language between a teacher and the students can be used extremely effectively in reducing tension for beginning English students. Apprehension mounts as the teacher gives explanations which are not understood. In order to reduce this stress, *Spoken English Learned Quickly* uses *Information for the Student* pages in multiple languages as a means of explaining the course. Equally, a bilingual teacher can greatly relieve anxiety by explaining the expectations of the course in a common language.
2. **Using the mother tongue in vocabulary.** The simplest way to convey the meaning of English words is through translation, and a brief explanation if necessary.

Spoken English Learned Quickly does not subscribe to the practice of the **Direct Method** which attempts to teach foreign languages without

using the learners' native language. In the **Direct Method**, vocabulary is taught through pantomiming and other visuals.⁴ In this course, we feel that the simplest way to give the meaning of a word or phrase is to translate it and then to move on in English study without wasting the students' time by introducing uncertainty. For the same reason, we have used a Lesson Text which is widely available in almost every language of the world. We encourage students to read the Lesson Text in their own language in order to understand its meaning.

On the other hand, once the meaning is understood, then we want the students to think in English by using only spoken English.

3. **Teaching when English is not the teacher's first language.** Many who are not native English-speakers are teaching *Spoken English Learned Quickly*. Nonetheless, teachers who are not fluent in spoken English may do an excellent job of teaching their students spoken English. We offer the following suggestions:
 - a. When the class begins, explain that you will not be their spoken-English instructor because you want the students to learn their pronunciation from native English speakers. Then explain to them that there will be no written grammar exercises.
 - b. Also explain that, even though it is easier and more comfortable to speak *about* English in their own language, the best way for them to learn spoken English is to speak English itself.
 - c. From this point on, all study is done with the recorded *Spoken English Learned Quickly* audio material. Ideally, each student will have his or her own MP3 player for personal study. (See the description on page 3, ***Spoken English Learned Quickly as a classroom course.***)
 - d. When a new lesson begins, have all of the students read from the *Student Workbook* and repeat the English exercises out loud while listening to their MP3 players.
 - e. Next, have all of the students turn to the vocabulary pages at the end of the lesson and write the meaning of each new word in their language. They may use a dictionary to translate the words, or you may ask students who know the words to give the meanings so that others can write them down. Of course, you may translate the vocabulary for them yourself, either giving each word so they can write the meaning, or

⁴ For more information on the **Direct Method** of language instruction, see [http://en.wikipedia.org/wiki/Direct_method_\(education\)](http://en.wikipedia.org/wiki/Direct_method_(education)).

printing a vocabulary list for each lesson. Though the students cannot read the exercises from the *Student Workbook*, they can always review the vocabulary list if they forget the meaning of a word.

The first lesson introduces the largest vocabulary used in one lesson because every word is included in the vocabulary list. For the first lesson, it is best to listen to only one or two of the exercises before focusing on that portion of the vocabulary list.

- f. After the students understand the words on the entire vocabulary list, they may repeat the sentences (or exercises) twice more while reading from the *Student Workbook* and listening to their MP3 player.
- g. After the students have read the text three times while repeating the exercises out loud, they must close their *Student Workbook* and do all of the remaining study from that chapter without reading. They may use only their MP3 player.
- h. If your students are just beginning English study, they will often tell you that the first lesson is too difficult. However, two weeks after they begin the lessons, they will realize that they are making excellent progress.
- i. On the other hand, sometimes students who have already studied English will say that the lessons are too simple because they already know the vocabulary and meaning of the sentences. However, if they cannot pronounce the sentences perfectly, they still need to study the lesson.
- j. Have students frequently read either the Lesson Text or exercises out loud from the chapter they are studying. Have them read until they can say the sentences at normal conversational speed with excellent pronunciation. Continue until they can read an entire paragraph equally well.
- k. Occasionally review previous lessons. It will help the students to remember vocabulary and understand parts of the lesson which were more difficult the first time through. It will also give variety to the lessons.

USING *Spoken English Learned Quickly* IN ENGLISH CAMPS

Many organizations are now holding English camps for university students and professionals wanting to improve their spoken English. Most students enrolling in these camps are highly motivated. *Spoken English Learned Quickly* is ideal for these camps. Because the course emphasizes spoken English, it will satisfy the students who have been limited by unproductive grammar and written English instruction. In addition, because *Spoken English Learned Quickly* was designed to be a self-taught course, it is ideally suited to programs which are dependent on a limited number of volunteer English instructors.

As preparation for all camp teachers and assistants, we recommend that each carefully read the book *Learning Spoken English*. The success of your camp will be directly based on its use of the **Proprioceptive Language Learning Method** (also known as the **Feedback Training Method**). Properly applied, the **Proprioceptive Method** will allow your camp students to learn spoken English very quickly. On the other hand, attempting to adapt ESL methodology (either grammar or written lessons) will significantly reduce your camp's effectiveness in teaching spoken English.

Setting the course objective.

Before the first student arrives, the camp staff will choose a course which will essentially determine whether the students leave the camp with a sense of satisfaction in their spoken English fluency, or leave merely having enjoyed social interaction with English-speaking teachers. Many camps are organized around social activities, watching and discussing videos, word games, and the like. These activities might be enjoyable for the moment, but they do not produce effective language instruction.

In the long run, the student who leaves your camp with a sense of significant gain in spoken English fluency will be the most satisfied. This will be true even when he or she leaves tired because of the intensity of the study.

The reputation of your English camp will be greatly enhanced by students who leave satisfied that the course was of significant benefit to them.

How is that done?

You won't believe how much of the work for an effective English camp has already been done for you. Nor will you believe how many students your camp could accommodate with a small number of teachers. The hypothetical camp we will describe as an example has 40 registered students. Yet, it has a staff of only two English teachers and three English teaching assistants. At least one of these individuals is bilingual and will serve as the spokesperson. (Of course, there are also cooks and servers for the noon meal and additional personnel as needed to staff the facility.)

The camp is held at a church camp facility which has convenient public transportation into a large city. The students who live in the city can register as day-only students. Though they may attend the evening activities at the camp, they return to their own homes at night. Resident students come on Sunday afternoon and sleep in the dormitory. Evening meals and occasional evening activities are provided through Thursday night. (The camp does not always provide evening meals. Sometimes the students go into the city on their own to eat.) Because the volunteer teachers and teaching assistants often stay at the camp, there are frequent opportunities for informal English conversations.

The students come expecting an intensive spoken English language course. The week long session is open to students having any level of English ability. The facility has a large dining area and kitchen which will easily accommodate the 40 students. Tables and chairs are set at the kitchen end of the dining hall. They are used for both the group meetings and lunch. The center of the hall is left open except for two tables. At the far end of the hall, two tables are set in each corner. Each table has 11 chairs circling it.

Look at the amount of English instruction the staff is giving. In this example the camp has 40 students. They are doing intense spoken English study for approximately five hours each day. That means there are 200 hours of spoken English instruction each day, or almost 1,000 hours of English instruction in five days. Yet, there are only two teachers and three assistants. Therefore, the presence of each teacher or assistant provides 40 hours of English instruction in each five-hour day.

This English camp staff has excelled in two areas. The first is the number of hours of intense spoken English study the student will receive. (Compare the number of hours each student is actively speaking English in this course with the number of hours in most courses when much of their time is spent passively listening to teachers and other students talk or watching video presentations and

participating in games. See **A Technical Comparison of *Spoken English Learned Quickly* and ESL Courses**. See the **Index** for this article.)

The second area in which this English camp staff has excelled is in the low number of teacher-hours required of the teachers and assistants for this concentration of instruction. This is possible because the *Spoken English Learned Quickly* CDs are used for much of the spoken English practice. (We are not minimizing the teachers' and assistants' effort. They work hard. But this camp can give much more spoken English instruction than similar English camps because the students are not dependent on the teachers or teaching assistants for all of their spoken English practice.)

Rather than giving a lengthy description, let's annotate the time schedule which was sent in advance to each student during registration. We will assume that the students all speak a common language. The English camp is well publicized in advance and requires advance pre-registration. Each registrant receives a personal copy of the *Spoken English Learned Quickly* CD and a printed text for the three lessons to be studied during the camp. (The students will keep both the CD and the printed lessons. Since the CD has the entire 450-page *Student Workbook* and 15 hours of MP3 audio files, the students will be able to continue studying the course on their own after the camp session is concluded. The CD puts this English camp in extremely high demand.) Finally, each student supplies his or her own MP3 player.¹ The camp runs for one week and meets from 8:00 to 14:00 on Monday through Friday.

If you are planning a similar English camp, we would suggest that you also give a two-language copy of the book *Learning Spoken English* to each registrant before camp begins. The book should be translated into the language of your students with a side page in English. If you are regularly conducting English camps, *Learning Spoken English* could become an excellent advertising medium as well as a source of independent income. It could be sold with an attached copy of the CD.²

¹ MP3 players are becoming increasingly inexpensive. You may be able to purchase MP3 voice recorders directly from a company at OEM prices as one of their dealers, load the MP3 files on the MP3 player, and sell the MP3 player and the CD (which contains the *Student Workbook*) as a complete *Spoken English Learned Quickly* learning kit.

² See <http://www.freeenglishnow.com/publish.html> for a description of the way in which this book is printed in two languages.

Monday

8:00 – 8:30

Registration. Coffee and tea will be available.

The students will complete registration and informally mingle with the teachers and teaching assistants. Students will be given their personal copy of the *Spoken English Learned Quickly* CD which includes all of the MP3 audio exercises, a copy of the printed lesson sheets for Lessons 1 through 3, and an MP3 time chart.

A copy of **Information for the Student** in their own language was mailed to each student during pre-registration. They were asked to read the **Information for the Student** and study the time schedule before arriving at camp. A copy of the book *Learning Spoken English* was also included in the mailing and they were encouraged to read it before arriving. Each student was also encouraged to bring their own copy of an *English-to-Their Language* dictionary to camp.

Each student will need to have either a battery operated portable MP3 CD player or an iPod during the camp. Either will need to be equipped with earphones. During the registration time, the first three lessons used during the camp can be downloaded to iPod players by camp personnel. (Pre-registration arrangements can be made between students and the English camp to borrow a portable player during the English camp. The camp will also have a supply of batteries available for purchase. Experience proves that batteries will be needed frequently during the week. The camp may also offer inexpensive digital MP3 players for sale which contain the 16 pre-recorded *Spoken English Learned Quickly* lessons. Free downloads of the entire course may be offered during the week for those who already have a compatible digital MP3 player.)

8:30 – 9:20

Course orientation.

The students will be seated around the tables for an introduction to the week's study program. With the exception of a demonstration of the lesson exercises, the students' common

language will be used for the entire orientation session.

The spokesperson will welcome the students and introduce the teachers and assistants. The intensity of the course will be emphasized, though the students will be told that they can expect to gain a great deal of English fluency by the end of the week.

The three rules of *Spoken English Learned Quickly* will be explained: 1. To learn to speak English correctly, you must speak it aloud. 2. To learn to speak English fluently, you must think in English. 3. The more you speak correct English aloud, the more quickly you will learn to speak fluently. The students will be told to practice exercises at full voice for ear training and not to read an exercise from their printed lesson sheets after initial familiarization with each audio exercise. (See the rationale for this in **A Technical Comparison of *Spoken English Learned Quickly* and ESL Courses.**)

The students will be told that they will have two individual study periods each morning when they will use their portable MP3 player. During the first exercise period when they begin studying a new lesson, they may read from the printed lesson sheet as necessary. During the second and following exercise periods on the same lesson, they may not refer to the printed lesson sheet. However, they may consult their vocabulary list at any time.

The camp will provide printed lessons from the *Student Workbook* for all of the lessons studied during the week of camp.

Fluency will be stressed as the objective of the course. The spokesperson will explain that even though an advanced student may know all of the vocabulary and grammar for a lesson, he or she is not ready to move on to the next lesson until pronunciation is smooth. The students will be told that everyone can profitably begin on **Lesson 1** because of everyone's need for fluency practice. (The English camp staff planned this explanation in advance so that students with several years of English grammar instruction will not feel insulted by using **Lesson 1**. The staff knows that very few of

these "advanced" students will have much English fluency.)

After initial orientation, a **Vocabulary Briefing** session for **Lesson 1** will be conducted by a bilingual spokesperson. Each English vocabulary word in the **Vocabulary** at the end of the lesson will be read in order. Students will quickly call out the meaning of each word. After each definition is given, there will be a short pause so the students can write the meaning next to the word. Simple one-word definitions are all that will be given. (The vocabulary list for **Lesson 1** is long. Therefore, the spokesperson will keep this session moving quickly. Because all the words in **Exercise 1.1 Vocabulary** and **Exercise 1.2 and 1.3 Vocabulary** are included in **Lesson 1 Vocabulary**, the spokesperson will use only the **Lesson 1 Vocabulary** section.

The camp could also supply a small pocket notebook for vocabulary as a complimentary part of the registration cost. The students will profit a great deal by always carrying a small notebook for English vocabulary study. During the camp, they can be encouraged to make entries which they can then study in their free time.

The spokesperson will explain the use of both the MP3 player and the MP3 **time chart**. Then a student will be asked to volunteer for a demonstration of the exercise lessons. The student will be given a copy of the **Lesson 1** printed lesson sheet. Then the audio exercises will be played on an MP3 player so that all of the students can hear. The other students will be instructed to follow the exercises on their own printed lesson sheets. The student doing the demonstration will silently listen to the **Listen to the example** exercise. **Exercise 1.1** will then play and the student will repeat the exercise while reading from the printed lesson sheet. The spokesperson will play **Exercise 1.1** a second time and have the student attempt to do the same exercise without reading from the printed lesson sheet.

The spokesperson will explain how the lesson sessions will be conducted. The students will be divided into four groups for each session. Two groups of ten students will meet at the two tables at the far end of the room for their **teaching session**.

There will be a teacher at each table. At the same time, the other two groups will carry their portable MP3 player and will spread out throughout the dining hall area for their **audio exercise session**. Each student will practice the exercises individually. They are encouraged to walk as they study, though they may also sit at one of the dining tables. However, they are told to work separately and attempt to keep out of hearing range of others. The three teaching assistants will move among the students and help them as necessary. The students are encouraged to work diligently on the audio exercises when it is their time to do so.

The spokesperson will emphasize an underlying philosophy of this instruction method. Speaking is the best way to learn to speak English. (Simple as it sounds, many language programs ignore that basic principle!) And, it is necessary to use correct grammar and pronunciation while speaking or the wrong kind of learning is taking place. (Again, many language programs allow students to misuse English during the instruction process.) The best way to encourage the students to speak aloud with correct grammar is to use the recorded audio exercises as an integral part of the instruction process. The spokesperson will also explain that during initial study, the students will make greater gains in English fluency by using correct grammar and pronunciation from the audio exercises than by engaging in "free" conversation with a teacher. Free conversation will come later while using the existing grammar and vocabulary of the **Lesson Text** in Lesson 2 and following.

Students can be grouped at a table according to their English fluency. (However, the grouping is not based on years of study but on actual fluency.) Since—in this example—there are four sessions each morning with the teachers, there can be any number up to four specialized groups in either fluency level. The spokesperson will explain this grouping allowing students to choose the group they wish to be in. One of the two tables (for either one or both sessions) will be designated as the table for those with less spoken English experience.

(This camp does not *assign* fluency level or even determine whether a given student is in the teaching session or audio

exercise section during the first or second period. These are professional and university students and their maturity is respected. Furthermore, many have come with a friend and would not want to be separated. With a maximum of 10 students at a teacher's table, the final grouping occurs naturally. The only exception is when there is a general understanding that a certain table at either or both sessions is for a designated fluency level. Even then, the choice to participate in that group is left with each student. However, the staff has taken a simple precaution against having too many students at one table. The two tables and 11 chairs for the teaching session are at far sides of the room. All other chairs have been removed. A student would need to carry a chair across the room to add a 12th chair. Because the spokesperson has emphasized the 10-student limit at the tables, a student would seldom attempt to move a chair. If it does happen, however, the teachers and teaching assistants have been instructed to unobtrusively move the chair back to its original location as quickly as possible after the session.)

The lessons will be intense in this English camp. Therefore, the students will have a great deal of vocabulary to learn. The spokesperson will encourage the students to memorize all of the new vocabulary for that lesson, and if necessary, to study unknown vocabulary after the class is over for the day.

In closing, the spokesperson will explain that when the sessions break (four times each day), the students at the tables will change places with the students working individually with their MP3 players. With the exception of a table(s) for those with less spoken English experience, tables will not be assigned and the students can sit at whichever table they please. However, the limit of 10 students per table will again be emphasized.

9:20 – 9:50

Audio exercise and Teaching sessions. This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

Audio exercise session.

The three teaching assistants will help 20 students begin the audio exercises on their MP3 portable players. The camp staff devised a strategy to quickly orient students to the audio exercise session. Two of the three assistants will concentrate on helping several who appear to be familiar with the MP3 players. While the larger group is moving toward the center of the room, each of the two assistants will walk with two students and use his or her own MP3 player and printed lesson sheet to demonstrate the use of the exercise. Very quickly, each teaching assistant will encourage the two students to begin using their own players while they are still walking. Then, by leading one and not the other, the assistants will get their two students to continue doing the exercises as they begin walking alone. A few students successfully using the exercise lesson is the best example for getting every student successfully involved. The objective is to get these first students pacing the floor alone while listening to the audio and properly responding aloud while looking (when necessary) at the printed lesson text. The third assistant, however, makes a special attempt to work with someone apparently having difficulty. This will prevent the impression that only the most capable students get attention. Then, as soon as possible, the first two assistants will help others who are having difficulty.

After all of the students are involved in the audio exercises, the three teaching assistants will move between the group of students, listening to their progress. The assistant may do nothing more than walk with a student for a minute or two, indicating approval of the students effort, and then moving to another student. Occasionally, the assistant will help with pronunciation or give encouragement if a student is having difficulty. Difficulty selecting the correct exercise on the portable MP3 players will be a frequent area in which the teaching assistants will need to aid the students. (Prior to the start of the camp, the staff gave the teaching assistants training with MP3 player operation and use of the **time chart**.)

The camp staff carefully planned the teaching assistants' work. They knew that a great deal of time could be wasted if the

students were uncertain as to what was expected of them during the audio exercise session. They also knew that it would be more effective to demonstrate the exercise session than merely explain it. The camp staff correctly realized that keeping the assistants intensely involved in the audio exercise process would promote the same intensity from the students. They were correct when they foresaw that the assistants' greatest contribution would be to keep the students productively involved in the audio exercise session. Whatever help the teaching assistants might give the students with actual pronunciation was only secondary.

The camp staff also knew that encouraging the students to walk around during the audio exercises was better than allowing them to sit at a table. The intent of this camp is to give as much time as possible to spoken English. But constant drill is tiring. Walking rather than sitting helps keep the students alert and breaks the monotony of sitting at a table during the group sessions with the teacher.

Teaching session.

English is the only language used during the teaching sessions. Further, the teaching sessions are only used for spoken English instruction. English grammar or writing is never taught in this English camp. (See the discussion of **Grammar and Writing in Spoken Language Study**.)

No more than 10 students will go to each of the two tables at the far end of the room. One teacher will be at each table. The teachers will conduct their class much like the plan outlined in the **Instructor's Guide** for Lesson 1. Because this will be the first class session of the camp, the teachers must perform some of the introduction to the audio exercises that the group simultaneously working with the teaching assistants will be receiving. Therefore, the teachers will use an MP3 player which all the students at their table will be able to hear through a speaker. The teacher will begin the lesson as suggested in the **Instructor's Guide**. After 10 minutes with the MP3 player, the teacher may have the students read the sentences in unison or

individually. The teacher will not attempt to engage the students in individual "free" conversation during any of the sessions on the first day. (Note: If you are a teacher in a similar program, read all of the pertinent material in the **Instructor's Guide**.)

For more information regarding drill exercises, see Chapter 5: **Selecting a Text** from the book *Learning Spoken English*.

Proper pronunciation will be the primary focus in the session with the teacher. The teacher will select sentences from the lesson which have difficult sounds for the students. The teacher will then drill both the entire group and individuals to help them pronounce the words correctly. After the teacher has helped them with specific sounds, he or she can then take longer sentences and have the students repeat them until the entire sentence is said smoothly with good intonation.

9:50 – 10:35

Audio exercise and Teaching sessions. This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

Both the individual audio exercises and the teaching sessions at the tables will be conducted much like they were in the first session. However, because all the students will be familiar with the material from the audio exercise session, the teachers will spend the majority of the time with pronunciation.

10:20 – 11:00

Break and refreshments.

11:00 – 11:40

Audio exercise and Teaching sessions. This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

The teachers at the tables will emphasize pronunciation and fluency. The teachers will drill the students until they can speak

entire sentences (without reading) with proper speed, pronunciation, and smoothness. At the end of the session, groups of two students should be able to ask and answer a group of questions and answers from **Lesson 1** at normal conversation speed using good pronunciation and intonation. (They are permitted to read when multiple sentences are used.)

11:40 – 12:20 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

The same description of the teaching session applies as given above.

12:20 – 13:00 **Lunch.**

13:00 – 14:00 **Pronunciation reading.** All students are divided equally between teachers and assistants. Each group is seated at a table.

This session will be a continuation of the pronunciation drills in the teaching sessions from the morning. However, during this session, all pronunciation drills will be done while reading as the sentence groups are longer. A student may read five to ten sentences without break. The intent is to produce smooth, well pronounced conversational English with paragraph length texts.

The students will also **count** and repeat the **alphabet**. The alphabet and numbers are important to English learners because they will be frequently asked to give verbal responses in which names are spelled and addresses or identification numbers are given. Good pronunciation is required. Too often, good pronunciation of the alphabet and English numbers is a major obstacle for an English language student.

Tuesday - Thursday

8:00 – 8:20 **Vocabulary Briefing.** Coffee and tea will be available. Students will assemble for the Vocabulary Briefing of that day's exercise lessons: Tuesday and Wednesday – **Lesson 2**; Thursday – **Lesson 3**. When a single lesson is used for two days' study and the students have become familiar with the verb tense exercises in **Lesson 2**, extra time in the Vocabulary Briefing session can be used to drill the combined group (or single volunteers) on verb tenses. (For an example of this type of drill, look at the first page of the **Instructor's Guide** section entitled **Lesson 5: Review Lesson**.)

8:20 – 9:10 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

See the previous descriptions for the first day. In addition, the **Lesson Text** will become an important part of the reading and response time. For a more complete description of the **Lesson Text** drills, see the comments under the 13:00 – 14:00 hour session **Pronunciation reading and conversation** for Tuesday through Thursday.

9:10 – 10:00 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

See the previous descriptions for the first day. In addition, the **Lesson Text** will become an important part of the reading and response time. For a more complete description of the **Lesson Text** drills, see the comments under the 13:00 – 14:00 hour session **Pronunciation reading and conversation** for Tuesday through Thursday.

- 10:00 – 10:30 **Break and refreshments.**
- 10:30 – 11:20 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.
- See the previous descriptions for the first day. In addition, the **Lesson Text** will become an important part of the reading and response time. For a more complete description of the **Lesson Text** drills, see the comments under the 13:00 – 14:00 hour session **Pronunciation reading and conversation** for Tuesday through Thursday.
- 11:20 – 12:10 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.
- See the previous descriptions for the first day. In addition, the **Lesson Text** will become an important part of the reading and response time. For a more complete description of the **Lesson Text** drills, see the comments under the 13:00 – 14:00 hour session **Pronunciation reading and conversation** for Tuesday through Thursday.
- 12:10 – 13:00 **Lunch.**
- 13:00 – 14:00 **Pronunciation reading and conversation.** All students will be divided equally between teachers and assistants. Each group will be seated at a table.
- The **Lesson Text** from **Lesson 2** and **Lesson 3** will be used as a reading text. Pronunciation and fluency will be emphasized. The purpose is to accustom the students to expressing themselves in English in paragraph length conversations which use correct sentence structure (grammar), appropriate vocabulary, and clear pronunciation, while avoiding distracting pauses.

The English camp staff has invested a great deal of time preparing for this session. They have avoided "free" conversation because it promotes faulty English grammar and difficulty with vocabulary when the students encounter random topics. At the same time, they know that the students need to practice conversational English. The camp staff's solution is to use the **Lesson Text** from the lessons as a highly structured aid to conversation. As a first step, the students are asked to read the **Lesson Text**, with careful attention being given to pronunciation and fluency. The teacher then uses the sentences of the **Lesson Text** to ask questions. The students can depend on the structure and vocabulary of the **Lesson Text**, but they can still practice English conversation. (For an example of this type of drill, see the **Instructor's Guide** section entitled **English Conversation Using the Lesson Text or a Newspaper**.)

Also see Chapter 5: **Selecting a Text** from the book *Learning Spoken English*.

Friday

8:00 – 8:20 **Vocabulary Briefing.** Coffee and tea will be available. Students will assemble for the Vocabulary Briefing of the morning's exercise lessons: Friday – **Lesson 3**.

See the description of this session for Tuesday through Thursday.

8:20 – 9:10 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.

See the description of this session for Tuesday through Thursday.

- 9:10 – 10:00 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.
- See the description of this session for Tuesday through Thursday.
- 10:00 – 10:30 **Break and refreshments.**
- 10:30 – 11:20 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.
- See the description of this session for Tuesday through Thursday.
- 11:20 – 12:10 **Audio exercise and Teaching sessions.** This session will consist of 20 students with teachers in two groups of 10 each, and another 20 students working individually on audio exercises with portable MP3 players.
- See the description of this session for Tuesday through Thursday.
- 12:10 – 13:00 **Lunch and closing remarks.** The students will be encouraged to continue studying up to two hours a day with their *Spoken English Learned Quickly* CD. They will also be referred to the **More English Study** instructions on their CD for continued English study.

Objectives and other comments:

1. Your objective is spoken English fluency. Count on the fact that if a student knows the basic vocabulary of a lesson and understands the meanings of the sentences, he or she will feel like it is time to move on to the next lesson. In reality, the student isn't ready to go to the next lesson until the sentences can be repeated smoothly with good pronunciation.
2. If the student has had little experience with spoken English, he or she will feel overwhelmed with **Lesson 1**. Count on the fact that student will think the lesson is far too difficult and that this English camp is too "advanced." You will need to convince that student that he or she is in the correct class. Several hours of intense work with the MP3 audio exercises will reveal that his or her mouth will, in fact, fit around those troublesome English words.

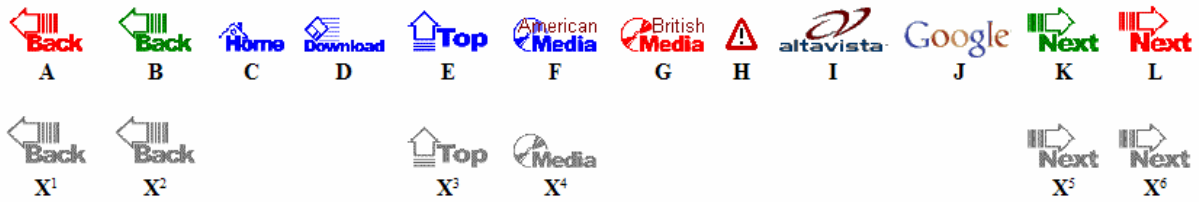
For further comments on paragraphs 1. and 2. above, see **Can Beginning and Advanced Students Use the Same Lessons?**

3. Review the paper **A Technical Comparison of *Spoken English Learned Quickly* and ESL Courses**. Be certain that you understand the emphasis on *spoken* English in this course, and that you emphasize spoken English during the camp.
4. *Spoken English Learned Quickly* is a powerful spoken English language program with over four years of development behind it. For each hour of study, a student can easily increase English fluency at twice the rate possible with ESL lessons. Just using *Spoken English Learned Quickly* during the week would put your English camp in high demand. But there is more! In most cases, English camps are getting copies of our reproducible CD at no cost. You can't beat FREE. Now, you can include a take-home CD with your English camp which would have a \$135 price if sold commercially. Students will certainly appreciate that! Finally, because you can build your English camp around the use of the CD for spoken English practice, you can reduce your teacher-load while at the same time greatly increasing the camp's effectiveness. If you are able, also include a complimentary copy of *Learning Spoken English* as part of the registration material for the camp. It will be well received and will add a great deal of appeal to your English camp.

However, you can destroy its effectiveness by trying to include grammar and writing sessions. (See **Grammar and Writing in Spoken Language Study**.) Your students are coming to your English camp because their years of written English study in schools haven't given them the ability to speak. Why give them more of the same?

5. You will want to conduct an English camp which will assure your students that they have received the best spoken English training possible. Hopefully, they will leave with a sense that their fluency greatly increased because of the effort. However, one week of English camp is only the beginning. Your greatest contribution to their eventual success will come if you have encouraged their consistent use of the *Spoken English Learned Quickly* CD in their ongoing study. Their English fluency will improve rapidly if they continue working with the lessons for an hour or two a day, five days a week, over the next six to nine months.
6. Some may prefer a modified schedule. For a period of four to six weeks, the camp could be conducted one day a week on the weekend, or a half day for a longer period of time.
7. You may offer a student **Certificate of Completion** at the end of the camp.

Lesson Page Icons and Text Notations



- A** = First page of previous lesson **B** = Previous page **C** = Home
D = Print lesson / record audio **E** = First page of this lesson **F** = Audio – American accent
G = Audio – British accent **H** = Vocabulary **I** = On-line translator
J = On-line translator **K** = Next page **L** = First page of next lesson
X¹⁻⁶ = No active link (grey color)



- 1** = Study the new vocabulary words. **2** = Look up the meaning and write it on the page.
3 = Review the previous lesson shown. **4** = This **linked** table is used in the exercise shown.
 (Click on the icon.)
5 = Listen and speak. **6** = Listen only.

Text Notations

1. ~~been~~ *It is **been*** is infrequently or never used.

This form of the verb (passive) is infrequently or never used.

2. **I am** / **he is** / **she is** / **it is** / **you are** / **we are** / **they are**

Bold words in a verb table are the irregular forms of an irregular verb.

Assignment Calendar

Name _____

Daily practice time

Week Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Lesson / Review

| Week | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Sun. | Lesson / Review |
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Teacher's name _____

Phone number _____

Assignment Calendar

Name _____

Daily practice time

Week Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Lesson / Review

| Week | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Sun. | Lesson / Review |
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AUDIO FORMAT

The *Spoken English Learned Quickly* lessons are currently available as a Windows Media Player® document. The files can be used directly on the computer or downloaded for use on a CD or cassette recorded exercise. (To find the printable and audio downloadable files from the home page, click on any **AB** section of a lesson. Within each lesson, click on the Download icon on any lesson page.)

Any reproduction of audio material must comply with the **Terms of Use** statement. See the link on the bottom of the Home page.

Using the CD format

Before using the audio from the computer, you will need the Windows Media Player 9. If it is not currently on your computer, it is available from <http://www.microsoft.com/windows/windowsmedia/9series/player.aspx>. (or <http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx> for Media player 10.) The download is free.

The Media Player is simple to use. You can use both the text files for each lesson and control the Media Player by using the "Miniplayer" control panel. (To set the Miniplayer as the default, open the Media player by clicking on a sound file. From the tool bar select **view**, select **skin mode**, select "**Miniplayer**," select **apply**.) The mini panel can then be placed on top of the text file giving pause, forward, and back-search control. (If you click on the PDF file first, and the media player file last, the media player will open on top. If the Miniplayer is behind the text file, you can bring it to the front by pressing Alt+Tab. You can also set the Media Player to always open on top; **Tools/options/player** tab/check "Set on top when in skin mode.") The Media Player can also be used to record to other media. Select **view**, select **taskbar**, select **copy to CD or Device** and drag and drop from the source to the new CD or device.

The MP3 audio format generally used for music, is becoming increasingly popular as the audio cassette recorded exercise recorder is becoming less commonly used. All *Spoken English Learned Quickly* audio exercises may be downloaded from the website in MP3 format. This allows the entire 15 hours of audio material to be transferred to CDs or directly to MP3 players.

Making a recorded exercise cassette recording

The lessons are formatted so that the complete lesson (for example **ls2aa.wma** and **ls2bb.wma**) will each fit on one side of a 60 minute audio cassette. In the absence of computer-fed sound recording hardware and software, the audio may be recorded using the computer speakers and a recorded exercise recorder microphone. (Attach the microphone to the speaker with rubber bands. Then heavily wrap a towel around the speaker/microphone to deaden computer fan and outside noise.) When Side one (the **lsXaa.wma** file for each lesson) is complete, immediately stop the recorded exercise, turn it over, and record the Side two (**lsXbb.wma**) section. The **aa** section is always slightly longer than the **bb** section.

Using iPod and MP3 players

The mp3 audio files can be directly downloaded to either iPod or MP3 players. Use the **Lesson Downloads** link on the home page to access the mp3 files. The entire course can also be downloaded to handheld devices (BlackBerry) and smartphones.