



How to speak fluently in less time — whether
in an established school or in independent study.

Lynn Lundquist

Learning to Speak a Second Language

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in an established school or in independent study.

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Introduction

You have just arrived in another country and want to study the local language. There are a number of language schools promising that they will teach you to speak fluently. While telling you they will teach you to *speak*, they will actually teach you to read, to write, and to memorize grammar rules, but they will largely fail to retrain your tongue to speak the local language.

Or you may be in an area where there is little formal language study available. You may find a tutor or a small school that will claim to teach you the language. Again, however, the language instruction will likely do little to retrain your tongue to actually speak that new language.

In either case, you face the same obstacle. On the one hand, there are prestigious institutions that will expose you to current methods and enriched cultural life, but they will fail to provide the necessary retraining so that you can rapidly learn to speak fluently. On the other hand, there are inadequately prepared schools trying to teach their language courses without understanding what learning to *speak* a second language entails.

This book was written to show you how to effectively learn a new language. It will give you important information regarding methods to use, whether you enroll in a highly esteemed university language program or study in a remote area with few formal language learning resources. Its primary purpose, however, is to show you how to retrain your mind — and your tongue — in order to acquire a new language.

With that information, you can learn to speak your target language in considerably less time regardless of the resources available to you.

Chapter 1: *The Proprioceptive Sense in Language Learning* explains the concept on which the new Feedback Training Method described in this book is built. Chapters 3 and following will tell you how you can apply that information as you learn your target language.

Chapter 2: *Focusing on the Target Language* addresses the critical concern of choosing the kind of language instruction that is best for you. Too often a language course is selected for no other reason than that the name of the target language is included in the course title. This chapter evaluates the important step of selecting appropriate language instruction by showing the choices made by a fictitious international student as she selects her own English study program.

The appendix material is taken from the free downloadable website course *Spoken English Learned Quickly* at **www.FreeEnglishNow.com**. The appendices demonstrate various types of spoken language exercises that you could develop in your target language.

We wish you the best of success as you begin studying your new target language.

This axiom is almost universally true for every adult intentionally or unwittingly faced with learning a new language, whether that individual is a university student, a career diplomat, a secular or religious social service provider, a professional, or an immigrant working as a day laborer:

The effort you expend to acquire a new target language during your first few months of residence in a new country will never be surpassed at a later period of time.

If you begin your study with determination to learn your target language fluently, and if you select effective language learning methods in order to achieve that end, you will make steady progress toward reaching your goal. However, once you accommodate your speaking ability to a level which merely allows you to get by, you will never rise above your self-actualized plateau of mediocrity, and will consign yourself to failure in ever acquiring fluent language skills.

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Chapter 1: The Proprioceptive Sense in Language Learning

Chapter summary: Human speech uses a closed-loop control system. Speech is controlled in the mind by feedback from hearing and mouth position as much as it is by memory. In order to produce fluent speech, language instruction for Second Acquired Language (SAL) speaking adults must simultaneously retrain the entire feedback chain used by the mind.

By using methodology restricted to open-loop control which emphasizes memory alone without the simultaneous training of all senses, grammar-based language instruction fails to effectively teach spoken language to adult learners.

In order to teach adult students to speak a second language fluently, it is necessary to understand how the human mind produces speech before it is possible to design an effective language instruction program for them.

However, before looking at speech, drawing an analogy from machine control will be helpful 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 that 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 could 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.

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 dynamic 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.

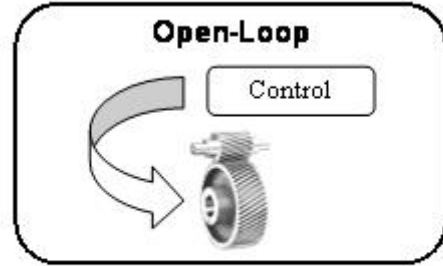


Figure 1: An open-loop machine control.

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 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.

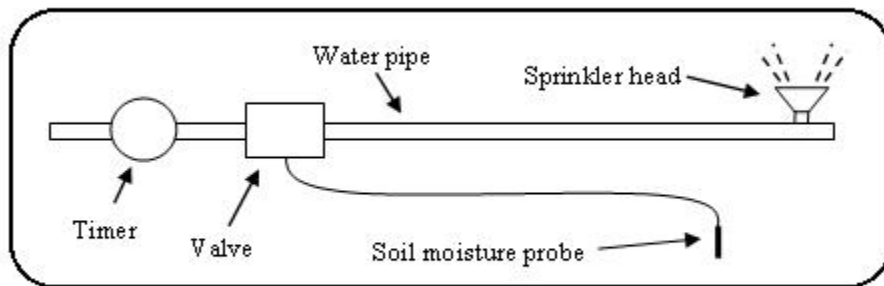


Figure 2: A closed-loop sprinkler system.

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

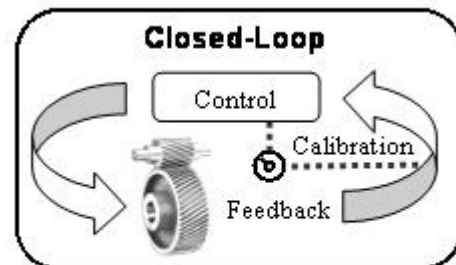


Figure 3: A closed-loop machine control.

predetermined way. In a machine application, the calibration function could be a counter that is set so that the machine will shut down after producing a certain number of finished parts.

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 proprioceptive feedback from the mouth allow the mind to coordinate the speech process in real time.^[1]

The inter-relationship of these functions is shown in the table below. The meaning of specialized words is 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. In addition, 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 that 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 that the brain uses to control their movement and determine their position. 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 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, the term *simultaneous* is used to indicate real time feedback during language instruction.

Calibration. In human speech, the mind must constantly monitor the feedback information from both the speaker's own hearing and the proprioceptive senses so that the mind can control muscles to 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.

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 continuously takes place within the control center — the mind. However, it acts on feedback from hearing and the proprioceptive senses, so calibration is shown as acting on the source of the feedback.

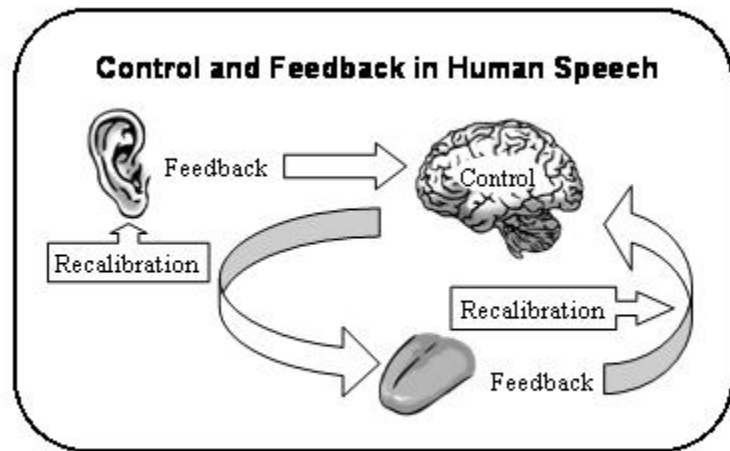


Figure 4: Control and feedback in human speech.

When children learn their mother tongue (First Acquired Language or L1), 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 his tongue between his 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.

No apology is needed for the intricacy of this explanation. The neurological feedback and resulting control of the muscles involved in speech is extremely complex. The mind plays a far more important role than simply remembering vocabulary and organizing words into meaningful sentences.

When a new language is being learned, all of its unique sounds and syntax must be studied. This is not merely a memory function. Each of these new sounds and syntax patterns requires retraining of the entire mind, proprioceptive feedback, and the auditory feedback chain involved in speech.

Even syntax is dependent on the proprioceptive sense. The statement, "This is a book," *feels* different to the nerve receptors in the mouth than the question, "Is this a book?" We can certainly understand that memory is involved in using correct grammar. Just as important, however, is the observation that proprioceptive feedback demands that a question must evoke a different sequence of feedback than does a statement. This is why partial syntax control has been identified 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 a sentence or two of this article entirely in your mind without moving your lips. You may even speed read it. Now read the same sentences silently by moving your lips but making no sound. Your mind responds to the first as simple information that is primarily a memory function. However, your mind will respond to the latter as speech because of the proprioceptive feedback from your mouth. The latter is not just cognitive — your mind will respond to it as speech that transcends mere mental activity.

Did you also notice a difference in your mental intensity between the two readings? The first would be the mental activity required of a student doing a written grammar-based assignment. The second would be the mental activity required of a student studying a language using spoken exercises. The effectiveness of language learning is in direct proportion to the student's mental involvement.

The best way to teach a second language

Two skill areas must be emphasized while teaching an adult a new language. The first is memory (which is involved in both vocabulary and syntax) and the second is the proprioceptive responses (which are involved in both pronunciation and syntax).

Simple vocabulary-related memory skills may probably be learned with equal effectiveness by using either verbal or visual training methods. That is, they may be learned either by a spoken drill or a written exercise.

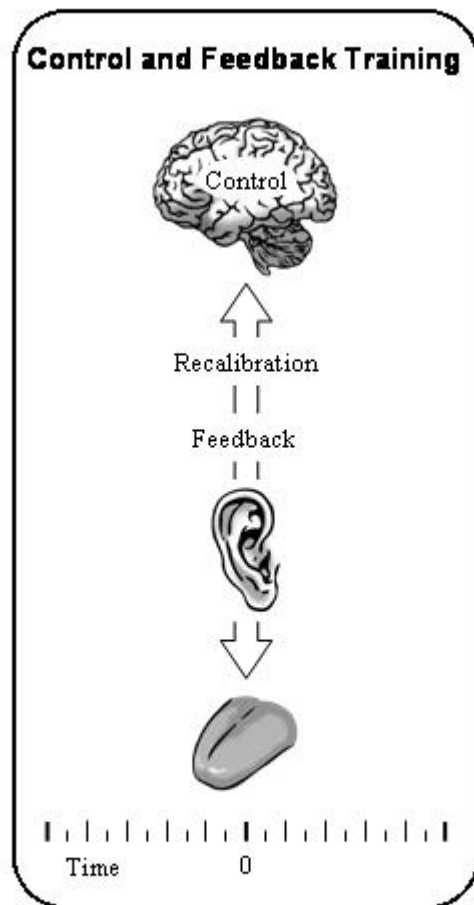


Figure 5: Control and feedback training must be simultaneous.

However, it is impossible to train the important proprioceptive sense without involving students' hearing and voices at full speaking volume. Thus, in my opinion, it is a waste of the students' time to introduce written assignments for the purpose of teaching a spoken language.

Surprisingly, it will take far less time for students to learn both fluent speech and excellent grammar by perfecting only spoken language first, than it will to incorporate written grammar instruction into the lessons before a moderate level of fluency is attained. This does not mean, however, that grammar is not a necessary part of spoken language instruction. It is impossible to speak a language without using its grammar correctly. This statement simply means that the best way to learn a target language's grammar is through spoken language exercises. See Chapter 4: *Grammar and Writing in Spoken Language Study*.

Inasmuch as spoken language involves multiple cognitive, muscle, and neurological components working cooperatively in real time, it is mandatory that effective spoken language methods train students to use all of these components of speech simultaneously. This is shown in Figure 5.

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

Further, to properly train 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 language learning.

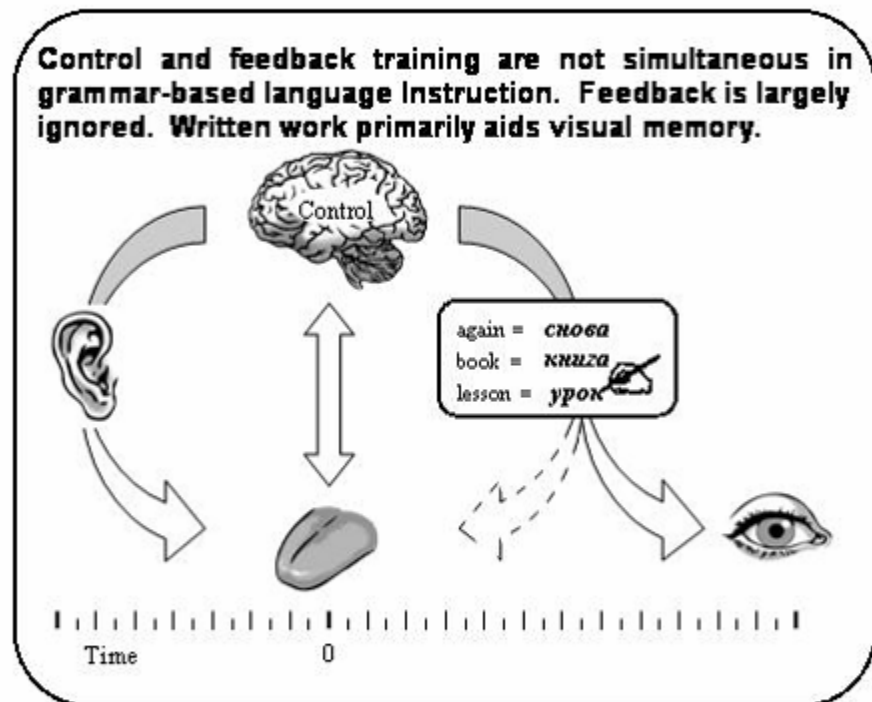


Figure 6: Control and feedback training are not simultaneous in grammar-based language instruction.

Without simultaneous involvement of all components of speech, it is impossible to effectively retrain the students' proprioceptive senses to accommodate a new language. Yet, this is exactly what grammar-based language instruction has traditionally done by introducing grammar, listening, writing, and reading as segregated activities. It is not surprising that it takes students in a grammar-based program a long time to learn to speak their target language fluently.

Grammar-based instruction has hindered language learning by segregating individual areas of study. This segregation is represented in Figure 6. Grammar-based language training has not only isolated proprioceptive training areas so that it prevents simultaneous skill development, but it has replaced it instead with visual memory training through the use of written assignments. Grammar-based language instruction teaches the target language as though spoken language was an open-loop system. In so doing, gaining language 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.

^[1]Some researchers view human speech as an open-loop system. However, it has been shown that the human brain performs many functions using both open- and closed-loop control. As suggested in this chapter, language learning speed would be improved by the use of spoken language instruction irrespective of whether speech control is open- or closed-loop.

^[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. Throughout this book, the term *proprioceptive* will be used to describe the neurological process, while the language learning method will be called the *Feedback Training Method*.

Chapter 2: Focusing on the Target Language

Chapter summary: This chapter emphasizes the importance of selecting a suitable language program on the basis of the student's target audience. Since this can be more easily demonstrated with an English language illustration, the example in this chapter will describe how an international student might choose an English study program.

You may be tempted to select a language course simply because the name of your target language is in the course title. However, if you plan to supplement an existing language course in which you will be enrolled, or if, by necessity, you will be forced to develop your own course of study, you will need to carefully design your program to ensure that your target language will be the same language form used by those with whom you will be communicating.

At the end of the chapter there is a closing comment regarding *beginning*, *intermediate*, and *advanced* language levels.

It would be impossible to say that any spoken language has a neatly defined vocabulary and syntax, or that it can be fully taught through a single language training program. Let's illustrate that with the following example:

Maria, a Bolivian national, wants to complete her undergraduate studies at a university in Santa Cruz, Bolivia. Then she plans to enter the civil engineering program at the University of Texas because she wants to work in flood control in Bolivia. In order to succeed, she will need to achieve fluency in the following six English forms:

1. **Legal and technical English.** Maria will need to be able to read and write legal and technical English in order to submit her university application, immigration forms, and financial paperwork. In addition, she will also need to use this English form as spoken language when such things as textbook glossary terms and engineering legal matters are discussed in classes. This English form will use specialized — and often unfamiliar — vocabulary.
2. **Grammatically complete written English.** Almost all of Maria's textbooks will use this English form in which complete sentences containing a full complement of all necessary parts of speech are used. Coincidentally, vocabulary will often consist of precise terms used in a specific field such as engineering, law, finance, etc. Most of her need for this English form will be in reading, though it will occasionally be used in speech.
3. **Grammatically complete spoken English.** Many of her instructors will often use grammatically complete spoken English during their class or lab presentations. Local newspapers will also use this English form in written format even though it will be on the reading level of the general populace. The newspaper will use a

simpler vocabulary and less complex sentence structure than more technical publications might.^[1] For our purposes, the term *grammatically complete* English means that sentences contain all necessary parts of speech, while *conversational* English means that sentences sometimes employ understood (but unspoken) parts of speech.

4. **Conversational spoken English.** Maria will need to master the English used by the ordinary people on the street in her American university city. She will also need to communicate with fellow students using conversational English common to her own age group. In English — and probably most languages — conversational spoken language often abbreviates sentences and alters vocabulary. When properly used, conversational English is *grammatically correct* English, but it is not always *grammatically complete* English.
5. **Slang, ethnic, and vulgar English.** Maria will most likely watch American movies and television and will be involved in social contexts where unique vocabulary and sentence structure will be used. Whether or not she chooses to incorporate these terms into her own speech, she will need to learn the vocabulary in order to avoid the risk of using socially inappropriate language.
6. **Regional pronunciation and vocabulary.** Though she will need to be familiar with standard American broadcasting English as it is used in national news casting, national media, and cinema productions, Maria will also need to be able to mimic the accent and vocabulary used at the University of Texas.

Assuming that Maria is able to fulfill her goal of completing an advanced degree at the University of Texas, by the time she graduates she will most likely have learned to adequately communicate in the six English forms listed above. But an important decision she will need to make while she is still a student in Santa Cruz is which of these six English forms she should begin studying first.

Selecting a precise language for study

Before going further, a point of reference needs to be developed that will aid a student like Maria in selecting her language study program. As already discussed, there are six English forms that she must choose between. She needs to choose wisely at this point in order to avoid wasting time in her English study. Students using the *Spoken English Learned Quickly* course have commented that they have studied English for a number of years without learning the technical English vocabulary they needed to enter their chosen field of study or employment. Others have said that their poor pronunciation has been a hindrance to their employment opportunities. These students spent years in "English" study, but it was not tailored to fit their future need.

The question Maria or any other language student must ask is, "What language do the people with whom I will be communicating speak?" A simplistic answer like "Polish," or "Chichewa," or "English" is inadequate.

We propose the following terminology:

1. The term *target language* in its customary sense will indicate the language that will be learned.
2. The term *target language group* — and a synonym needed for comparative purposes, *general target language group*^[2] — are loosely defined terms that simply identify those who speak a particular language. This group will typically be spread over a wide geographical area with members having dissimilar socio-economic status. Nonetheless, speakers within this group will use syntax and pronunciation that is understood by all others in the same target group when the speaker is using non-regional or non-technical vocabulary.
3. The term *general target language group* will then be contrasted with a new term *specific target language group*. It is this second term that has the precise meaning we want. A *specific target language group* will more likely be in a particular geographical location, and will, because of the similar socio-economic status of its members, use vocabulary, syntax, and pronunciation that is generally common to all in that group.

We could classify all Americans who speak fluent English as being included in a single *general target language group* because, in spite of regional differences in dialect and vocabulary, they can readily communicate with each other. It is the *specific target language group* that is important to Maria because she will need to learn an English form that will allow her to communicate with instructors and Texas-raised students in the Engineering Department at the University of Texas.

We strongly encourage you to gain as much information as possible about the specific target language group with which you will be communicating. Carefully plan your language learning program so that the pronunciation and vocabulary you learn will be useful to you. This may save you a great deal of wasted effort.

Maria's choice

A first observation can now be made. *Maria will need to learn the same English which is spoken by her future classmates in the University of Texas Engineering Department.* The majority of her American fellow students will be able to correctly use the six English forms above as they have been described. Many writers in the field of English-as-a-world-language make a distinction between forms of English which are grammatically complete, written, conversational, slang, and the like — often identifying them as separate kinds of English. We will simply state, however, that *the language we are defining as the target language for any language student is the one spoken in a **single location by the specific group of people** with whom the student will be communicating.* In Maria's case, that will be the English that her future fellow students in Texas will use both inside and outside of the classroom, whether talking to each other, listening to an instructor's lecture, buying a hamburger at McDonald's, taking an exam, watching a movie or television, or reading an assignment. This will be the specific target language group she will want to communicate with. On the other hand, there will be other groups of people living in her university city who will use English speech which Maria may not need to learn.

What has been said so far actually simplifies Maria's choice. Even though she will eventually want to gain fluency in each of these six English forms, they are now defined for her. For now, she must only decide on which of the above six English forms to focus as she begins her study.

There is a surprisingly simple second suggestion we can make. Because of her three years of grammar-based English classes in Bolivia, her ability to read and write English far exceeds her ability to speak it. Therefore, she should try to find an English course which would include a strong foundation in grammatically complete spoken English (English form 3), but which would also include a mix of colloquial conversational spoken English (English form 4). The accent used in this ideal language course for Maria would be Texan.

However, it is highly unlikely that Maria would be able to find an English course that would fit her need this precisely. The closest thing she might be able to find would be a course that would use grammatically complete spoken English with American national broadcast pronunciation.

Because the *Spoken English Learned Quickly* language course **www.FreeEnglishNow.com** was developed for university students and young professionals, it uses grammatically complete spoken English along with some colloquial conversational spoken English. Furthermore, the audio recordings provide the option of either American or British national broadcast accents. We feel that this level of English syntax and vocabulary will best serve the needs of most of our students. It will also allow them to acquire with the least amount of difficulty the other English forms of spoken English that are not included in the *Spoken English Learned Quickly* lessons. We clearly understand, however, that there is no universal spoken English, so there can be no single English course that can be used to simultaneously teach all of the worldwide varieties of English. We are certainly not saying that there is only one kind of English that is used worldwide.

As you consider the target language you want to learn, you will need to evaluate the materials and courses that are available to you. You will need to decide how you can best use them to reach your fluency goals. *You will need to focus on a language study program that will teach you to fluently speak the language that is spoken in a single location by the specific group of people with whom you wish to communicate.*

Where to start

Finally, you will need to begin your language study by using some kind of vocabulary and sentences. We strongly suggest that you not look for a *beginning* level of language but that as quickly as possible you begin by using simple sentences and vocabulary in the everyday language of your specific target language group. You will want to begin your language study using the same sentences that you will want to perfect as you become fluent.

This topic will be covered fully in Chapter 5: *Do You Need Both Beginning and Advanced Lessons?*

^[1]If technical newspapers such as financial and business publications are excluded, this probably pertains to newspapers in the United States more than it does to those in countries that have both literary and common language newspapers. This will be discussed more completely in Chapter 6: *Selecting a Text*.

^[2]The term *target language group* is commonly used in scholarly literature. On the other hand, neither *general target language group* nor *specific target language group* appear to be used. However, the term *specific target language group* is not restrictive, inasmuch as a single language speaker may be a member of several specific target language groups. For example, an engineering professor at the University of Texas may also be a lay synagogue treasurer. He would certainly share common vocabulary and syntax with a second specific target language group in his synagogue that was quite different from the one he shared with fellow University of Texas instructors.

Chapter 3: Four Rules for Learning a Spoken Language

Chapter summary: This chapter explains four rules which must be followed in order to learn a new spoken language. The emphasis is on spoken language and retraining the language learner's proprioceptive sense.

The chapter concludes with a brief discussion and application of the fourth rule which states, "You must never make a mistake when you are speaking."

There are four simple rules to follow when learning a second language:

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

It is important that you speak loudly and clearly when you are learning your target language. You must always use spoken exercises. You are retraining your mind to respond to a new pattern of proprioceptive and auditory stimuli. This can only be done when you are speaking aloud at full volume.

One of the reasons that traditional language study methods require so much time to produce results is that silent study does nothing to train the proprioceptive sense.

2. *To learn to speak a language fluently, you must think in that language.*

The proprioceptive sense is not all you are retraining when you learn a new language. There is cognitive learning which must also take place. Traditional language teaching has emphasized cognitive learning to the exclusion of retraining the proprioceptive sense. Nonetheless, cognitive learning is an important part of the language process.

For speech to occur, the mind must be actively involved in syntax development. The more actively the mind is involved, the more effective the learning process becomes.

However, just as you will short-circuit proprioceptive training by *silent* study, so you will also limit cognitive learning if you simply read from a text rather than constructing the syntax yourself. You must force your mind to *think* in the target language by using your recall memory when you are studying spoken exercises.

This will be discussed again in Chapter 6: *Selecting a Text*, because there will be times when reading from a text such as a newspaper is an effective language learning tool. But when you are doing sentence responses using recorded exercises, you must force your mind to develop the syntax by doing the exercise without reading from a text.

You are not *thinking* in your target language if you are reading a text. Making your mind work to create the answer is an important part of learning to speak a new language.

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

Proprioceptive retraining is not instantaneous. It will require much repetition to build the new patterns in your mind. As these new patterns develop, there will be progression from a laborious, conscious effort, to speech which is reproduced rapidly and unconsciously.

When any of us speak our first language, we do so with no conscious awareness of tongue or mouth position and the air flow through the vocal cords. In contrast, when we first attempt to make an unknown discrete sound — called a phoneme — in another language, it requires experimentation and conscious effort. Some new sounds are relatively simple. Others are more difficult. A good nasal French "on" in *bonjour* will require some careful practice for the English-speaker, but it is within reach. The six tones in Cantonese Chinese will be extremely difficult for the same English-speaker, and will undoubtedly require an immense amount of repetition in order to perfect their use.

To add to the complexity, each phoneme has other phonemes or stops adjacent to it which change its sound slightly. (A *stop* is a break in the air flow.) The nasal "on" in "bonjour" is slightly different from the "on" in "mon frere." The objective is not to be able to write the letters representing the phoneme in the target language. The goal is not even to be able to say it with reasonable accuracy. The objective for the English-speaker learning French is to be able to say, "Bonjour, mon frere," so perfectly that a Frenchman would think he had just been greeted by a compatriot.

That degree of perfection will require thousands — if not tens of thousands — of repetitions. Therefore — to be somewhat facetious — the more quickly you correctly repeat a particularly difficult phoneme ten thousand times, the more quickly you will be able to use it fluently. That is what is meant by the statement, "The more you speak the language aloud, the more quickly you will learn to speak fluently."

4. *You must never make a mistake when you are speaking.*

When you are learning a language using this Feedback Training Method, you are strongly reinforcing the learning process each time you speak. However, when you construct a sentence incorrectly, you have not only wasted the learning time used to construct your faulty sentence, but you must now invest even more time retraining your mind, mouth, and hearing so you can construct the sentence correctly. The more you use a sentence structure incorrectly, the longer it will take for your mind, mouth, and hearing to identify the correct syntax.

Ideally, if you used only correct syntax and pronunciation, you could retrain your speech in considerably less time. Consequently, you could learn to speak the target language more quickly.

Yet before you roll your eyes and declare this to be impossible, let's look at a way in which it could actually be done. (Well, almost!)

Traditional language study

Traditional language study attempts to engage students in free speech as quickly as possible. Though the goal is commendable, in practice it has a serious drawback. A beginning student does not have enough language experience to be able to construct sentences properly. More to the point, the instruction program seldom has enough personnel to be able to work with individual students so as to help them correct their errors. Consequently, beginning students regularly use incorrect sentences having improper syntax and verb construction. The instructor often praises them for their valiant effort, despite the reality that they are learning to use the language incorrectly. The student will now need to spend even more time relearning the correct syntax.

Controlled language study

The better alternative is to derive all initial spoken language study from audio recorded (or written) materials that contain perfect syntax, perfect use of the verb, and perfect pronunciation. This sounds restrictive, but, in fact, it could be done relatively easily.

Say, for example, that during the first four weeks of instruction, beginning students worked only from recorded exercises. They would repeat the recorded lesson material that was accurate in every respect. As an alternative, they could read aloud from a written text. The disadvantage of the text, however, would be that the mind would be considerably less active, and a pronunciation model would be absent. For the entire instruction period, each student would work independently while repeating the exercise lessons.

Needless to say, in four weeks' time, the students would have spoken the new language correctly far more than had they been somewhat passively sitting in a traditional language class. But more to the point, everything the students would have learned would have been correct. Their syntax would have been correct. Their use of verbs would have been correct. And, as much as possible, their pronunciation would have been correct.

To continue the example, say that it was now time for the students to begin venturing into *free* speech. Yet mistakes must still be avoided. Consequently, all free speaking would be based upon the many sentences they would have already learned. Questions would be asked that the students could answer in the exact words of the sentences they would have studied. Subsequently, they would be given questions to answer that would use the same structure as the sentences they already knew, but now they would substitute other vocabulary that would be in the same lessons.

Making the application

The assumption in this book is that you are a college student or a young professional and that you are highly motivated to learn your target language.

The above illustration was not given to suggest that you should be treated like a high school freshman, forced to sit at a desk by yourself, repeating sentences in Japanese, Swahili, or Gujarati. Nonetheless, you should be able to see what is being said. As you read through this book, you will see the repeated suggestion that you take a high degree of control of your language learning, irrespective of whether you are in an established language school or developing your own language study program. You will do much better if you seek out ways in which you can speak the language correctly from the very start. Strike a careful balance between venturing out into the unknown and forcing yourself to follow a pattern of correct language use. Do everything in your power to use the language correctly.

In the early weeks of language study, this may require that you spend more time reading simple material aloud than in trying to engage in free speech. Later, however, you will need to spend a great deal of time talking with others.

Nonetheless, every time you encounter new syntax in your target language, use controlled language drills long enough that your mind becomes thoroughly familiar with it. As you progress in the language, searching a newspaper article for examples of the new sentence format can reinforce correct syntax. Mark the sentences, verify the vocabulary, and then read — and repeat from recall memory — the sentences aloud until they become a natural part of your speech.

Chapter 4: Grammar and Writing in Spoken Language Study

Chapter summary: Language is unintelligible without grammar because grammar consists of the rules used to string words together into units that convey meaning. The issue is not whether a student learning a second language needs to know grammar or not. The question is, "How is grammar best taught?"

My personal experience

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 on into high school, my language ability matured as a result of my home and school environments.

In retrospect, I believe that this is what happened: 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 in school in order to reinforce my knowledge of my own language. I — like probably most of my classmates — did not learn to speak by studying grammar. Rather, I was able to learn how to do grammar exercises because I already knew how to speak.

Certainly, I learned many important things about my language through grammar study. But it was of importance to me only because I had already achieved basic English fluency. I did not learn to speak English as a result of English grammar lessons.

In contrast, I also took two years of Spanish in high school. We started with basic grammar. We wrote exercises almost every day. But we almost never heard spoken Spanish, and had even less opportunity to try to speak it ourselves. (Language instruction in the United States has changed considerably since I was in high school.) After high school graduation, I could neither speak Spanish, nor did I understand Spanish grammar.

In my mid-twenties, 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, interestingly enough, because verb construction is similar in both French and Spanish, I also began to understand the Spanish grammar which had 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 studied another language in Africa. Because school-based language courses were almost non-existent in that country, all of my language training was done by way of recorded language drills that I adapted from local radio broadcasts. I also had a university student as my language helper. 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.

Traditional language instruction

Traditional language instruction has reversed the process with poor results. Most second language classes teach grammar as a foundation for spoken language.

The quickest way to teach students to read a new language is to teach them to speak it first. The fastest way to teach them sufficient grammar to pass college entrance exams is to build a foundation by teaching them to speak the language fluently. Then as they build on that foundation, they will understand the target language's grammar. Finally, it is almost impossible to teach non-speaking students how to write well before they have mastered the basic spoken language. Whenever the process is reversed, it takes a needlessly long time to succeed in teaching grammar and writing skills, much less spoken language fluency.

Do not misunderstand. One cannot speak any language — fluently or otherwise — without using the grammar of that language. That is true because grammar consists of the rules used in that language 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 students learning a new language need to know grammar. Language is unintelligible without it. The question is, "How is grammar best taught?"

The best time to study grammar

Chapter 1 explained that effective spoken language instruction simultaneously trains all of the cognitive and sensory centers of speech. To again resort to an English example, when is the best time to introduce the grammar rule that the sentence, "That is a book," is an English statement, and "Is that a book?" is an English question? The best time is when students simultaneously learn to speak these two sentences, inverting word order to change a statement to a question. That would take place while they are learning many other similar sentences so that they develop a cognitive sense reinforced by motor skill and auditory feedback that the order and inflection of the one sentence is a question, while the other is a statement. The *sound* of the sentence is as much an indicator of its meaning as its written form. Right? Right!

There is also a relationship between good pronunciation and good spelling. I am a poor speller. I understand that I misspell many words because I mispronounce them. At some point, everyone who expects to write a target language well must learn its spelling. Yet, it will probably be faster for a student to learn good spelling after learning good speech habits than it will be for the same student to learn good spelling without being able to speak. In practice, in a spoken language course, students should learn the spelling of new words as they are added to the vocabulary of each new lesson.

This is not to say that grammar and spelling are unnecessary for the new language learner. Rather, what is being said is that grammar can be taught more effectively — and in less time — by using audio language drills. Teaching grammar by means of 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 through reading and writing has some merit, it is outside the context of spoken language. Reinforcement through visual feedback *outside* of the spoken language context is far less effective than motor skill feedback and auditory feedback that are both *inside* the spoken language context. The trade-off in gaining visual feedback at the loss of motor skill and auditory feedback 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 it would not typically be explained this way, it is also important on a subconscious level that the student learns how correct grammar *feels*. As a function of the proprioceptive 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 would take considerably longer to teach a language student how to manipulate the grammar of the new language and then speak that language correctly than it would to teach the same student to first speak the language correctly and then introduce rules of grammar. This gain would be greatly augmented, however, if the rules of grammar were incorporated into the spoken language lessons themselves.

A year spent exclusively in spoken language study will produce a marked degree of fluency. With that language fluency, the student will gain a functional understanding of the grammar of the target language. The same amount of time spent in grammar study will produce limited fluency and little practical understanding of that language's grammar.

Grammar study in your own language program

How you approach grammar study in your target language will depend on the language program you are using.

If you are enrolled in an established school program with written grammar assignments, you will obviously need to complete them just like every other student in the class. However, as you will see in Chapter 8: *Making the Feedback Training Method Work*, on your own time you can then use the completed (and corrected) written exercises as spoken language drills. If you focus more on using your grammar exercises as spoken language drills rather than simply as written assignments, you will find that your ability in your target language's grammar will increase much more rapidly. Of course, this will add time to your study schedule, but it will undoubtedly result in considerably higher exam scores. In Chapter 8, you will also see an important caution regarding correct pronunciation when you are reading grammar assignments as spoken exercises.

As also explained in Chapter 8, if you design your own language course with a language helper, you can have much greater freedom in the way you study grammar. In that case, you will try to incorporate your grammar lessons into your spoken drills.

Nonetheless, there will be times when you will ask your language helper for clarifications regarding grammar. For example, to again use an illustration from English, during the first week of lessons you would encounter the two articles "a" and "an." If your language helper explained that "a" is used before a word beginning with a consonant, and "an" is used before a word beginning with a vowel, it would certainly be a grammatical explanation. With that knowledge, however, you could then ask your language helper to record an exercise with both "a" and "an" sentences. Your grammar study on "a" and "an" would then be done with a spoken exercise rather than a written assignment.^[1]

International students struggling to learn English will often say that they want more grammar lessons. But that is not what they are really asking for. Many undoubtedly have a large vocabulary from studying written grammar for years. They do not need more grammar rules to memorize — they need spoken language exercises that will teach them to organize the vocabulary they already know into fluent, spoken English sentences.

Irrespective of the kind of language learning program you are in, the primary emphasis of this closing section is to encourage you to study grammar by using spoken exercises rather than written assignments.

^[1]The reason English usually uses the article “an” before a word beginning with a vowel is not because it was initially required by a rule of grammar. The consonant “n” is placed between two vowels in order to create a syllable in the spoken language which bridges two vowel sounds. We never say, “a apple,” because it would require a stop in the air flow between the vowels. In spoken language, a full syllable—“an” in this case—is far more efficient than inserting a stop. It is more efficient to say “an English lesson” than it is to say “a English lesson.” Complexity then builds. A rule of grammar is subsequently needed to explain why the sentences, “Both a ewe and a ram were in the field,” and “I sent him an MP3 disc,” are correct. Thus, it was the need for efficiency in spoken English that produced this rule of grammar, it was not the grammar rule which produced the article “an.” (As a note, two vowels may form a diphthong—such as “oi” in *boil*—in which there is a glide between two distinct vowel sounds. Or, two vowels together may simply produce a single long vowel sound as in *choose* or *loose*.)

Chapter 5: Do You Need Both Beginning and Advanced Lessons?

Chapter summary: Without first evaluating the unique qualities of languages as a whole, it is routinely assumed that language study must be divided into *beginning*, *intermediate*, and *advanced* levels. However, by using English as an example of spoken language, a careful assessment indicates that multiple levels of language complexity do not necessarily exist.

In effective English study, beginning students must use the same kinds of sentences that advanced students must continue to practice in order to speak fluently. Beginning students must learn English in the context of full sentences. Advanced students must use the same sentences to perfect syntax and intonation.

In some other languages, there may be exceptions in forms of speech such as those used at funerals, weddings, when addressing high-ranking officials, and the like. Even then, the common language of normal conversation will follow the suggestions given in this chapter.

Saying that beginning students must use the same kinds of sentences that advanced students must continue to practice in order to speak fluently pertains to members within *the same specific target language group*.

This is *not* saying, however, that there is only one kind of English that is used worldwide. There are many variations of spoken English in its regional, ethnic, and formal use. Nor is this denying that English has both basic and advanced vocabularies and varying complexities of grammatical constructions

The same would be true of almost any language one might study.

Your perceived needs as you begin studying your target language will significantly influence how you answer this chapter's title question. If you decide that you need *beginning* lessons when you start your language study — meaning a simplified form of the language — you will expend much time looking for such a program. You will find that your target language does not have a beginner's level of language. On the other hand, if you decide that the language of the daily newspaper^[1] is what you want to learn, you will find that language all around you.

You will certainly need to begin on a rudimentary level. But the simple sentences and vocabulary you will use should, nonetheless, be sentences and words you would hear in daily conversation.

All target languages are different in structure, and can't be analyzed individually in this book. Therefore, let's use English as an example and try to analyze this same question from the perspective of a non-English speaker who is trying to learn English. You should then be able to apply this information to your own needs as you learn another language.

The need for beginning and advanced lessons in English

Can both beginning and advanced students in our target group of university students and young professionals use the same level of lessons to learn spoken English? Before you give an intuitive answer, let's ask the question another way: "Does English have multiple, specialized language divisions?"

The answer is, "No, it does not." There is no *high* English language spoken by the gentry versus a *low* language spoken by commoners. Historically, many languages such as Greek and Chinese, to mention only two, have indeed had multiple divisions of language used within the same society.^[2]

Modern English, however, does not even have a specialized construction for folklore. Many languages in which oral tradition has been preserved have a storytelling form of the language that is distinct from everyday conversation. In these language groups, there are often specialists who recount the folklore in public gatherings. Common English has none of that. Though Ebonics — and more recently Rap — are sub-classes of English that would not be broadly understood, all English-speakers within that general target language group understand everyday English.^[3]

In fact, English is so simple in regard to multiple divisions of speech 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 another person. A U.S. citizen, however, would address both a person of higher social standing and a young child as "you."

English has a wide spectrum of language variances including regional accents and dialects. It also has many 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 learning specialized terminology. Nonetheless, the essential English syntax that holds even these specialized words together in a sentence is still the language of common speech — or the language of the daily newspaper.^[4]

So, aside from specialized vocabularies, English has no divisions representing increasing levels of language complexity.

The exception to the above paragraph would be found in technical documents such as legal briefs, real estate transactions, and the like. However, this style of English is far removed from the language used in normal conversation.

For any one target language group, there is only one kind of English that needs to be learned. A student will not need two — or more — different course levels. This is not to say that English is a simple language to learn. Far from it. Strange grammatical constructions, abstract concepts, idioms, and literary language can prove to be difficult for anyone. However, the same complexity is found in all spoken English, not merely in some higher level.

Why have traditional language programs 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 complex enough to require a highly technical explanation. But spoken English is one subject of study, whereas the formal rules of English grammar are quite another.

A second perspective

Let's ask our question again. "Do international English students need both beginning and advanced English lessons in order to learn the language?" No they don't. 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 the words in those same normal English sentences.

There will be a great difference in the levels of fluency between beginning and advanced students, and as such, it may be entirely appropriate to group students accordingly. 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 that will develop the necessary cognitive, motor, and auditory skills used to speak English fluently.

Let's clarify a potential area of confusion. English grammar lists **simple sentences** (sentences with one main clause), **compound sentences** (sentences with two or more main clauses), **complex sentences** (sentences with one main clause and at least one subordinate clause), and **compound-complex sentences** (sentences made up of two or more main clauses and at least one subordinate clause). An example of a compound-complex sentence would be, "The Saturday afternoon program was like a two-ring circus; while one part of the TV screen carried the professional football game, the other part showed scores from collegiate games." Of course, this is not a sentence we would expect beginning English students to use. However, the language itself is not what makes the sentence complex. It is grammatically defined as a **complex** sentence simply because of its grammatical construction. With very little change, the sentence could become three simple sentences: "The Saturday afternoon program was like a two-ring circus. One part of the TV screen showed the professional football game. The other part of the TV screen showed scores from collegiate games." Aside from vocabulary, any one of these three sentences is a *beginning* level sentence.

Thus, when we say that there is no difference in the level of English sentences a beginning and advanced student must study, we are not talking about a grammar definition. We are saying that there is not one language that would be used by commoners and another that would be used by an upper class. Even though the example sentence about the TV's split screen is not a sentence that we would want to include in the first lesson, it does not represent multiple, specialized language divisions.

Finally, however, if beginning students stumble across something equivalent to an English compound-complex sentence in a newspaper, they could skip it for the present time and focus on the sentences they are able to use.

Appendix A: *Introductory Lesson* was included to illustrate the first lesson a non-English speaking student will encounter in the *Spoken English Learned Quickly* course. As you look at Appendix A, you will see that even though only simple sentences cast in

the present tense are used, they are, nonetheless, complete sentences. The first lesson in this course requires that non-English speaking students start their language learning experience with complete sentences used in everyday speech.

Making this model fit your own language study

Up to this point, the attempt has only been made to show that so-called *beginning* and *advanced* sentences are unnecessary in an English language program. You will likely discover very little in your target language that would require two levels of language study any more than would be required in English.

You will need to learn normal greetings and salutations when you begin your target language study. You will want to learn how to ask basic directions, how to find a store or office, what bus to take, or how to make change. Yet, all of the vocabulary and phrases you will use are a part of everyday language used by everyone, not just beginners.

Therefore, you should understand that *the spoken language you want to learn is not divided into levels*. Throughout the entire time you will be learning your target language, you will essentially be adding vocabulary and new syntax to a single level of language complexity.

If you understand this concept, it will help you immensely. Your task is not to learn a beginning language, progress to an intermediate language, and finally pass an exam on the advanced language before you can finally begin talking to real people. Your task is to immediately begin speaking your target language even though you may use short, simple sentences and limited vocabulary. Language learning is a continuum. Everything you learn to say correctly in your first week of language study should be just as useful in normal conversation as the things you will learn later as you become more fluent.

There may be exceptions

Your target language may use specialized language for folklore, proverbs, weddings, funerals, and when addressing individuals from a higher class of society. If that is the case, you will need to learn those forms at some point if you aspire to that level of fluency. Nonetheless, most of those specialized forms (excepting possibly those used when addressing someone from a higher class of society) will be used very infrequently in daily conversation.^[5]

Designing the early lessons

A language course using the Feedback Training Method would normally begin with at least one introductory lesson for students who are just beginning their study of a new language. The first lesson would use simple sentences, a limited vocabulary, and restricted verb tenses. The first *Spoken English Learned Quickly* lesson uses complete sentences that are limited to the present tense. However, beginning with Lesson 2, all lessons use verbs in past, present, and future tenses, and newspaper-quality sentences.

Nonetheless, even though this course uses normal — though simple — everyday English sentences in the early lessons, there is another way in which the audio portion of the course accommodates the student who has no previous knowledge of English. This is demonstrated more easily than explained. This example comes from the text exercise in Appendix B. The narrator records the phrase outside of the ellipses (. . .). The student then repeats this phrase during the pause.

Audio recordings for the first few lessons would be structured like this:

A long time ago, (A long time ago,) there was a wise man (there was a wise man) living in a mountain country. (living in a mountain country.) A long time ago, there was a wise man living in a mountain country. (A long time ago, there was a wise man living in a mountain country.) The country was beautiful. (The country was beautiful.) But it was always difficult (But it was always difficult) to find enough food. (to find enough food.) But it was always difficult to find enough food. (But it was always difficult to find enough food.)

Audio recordings for later lessons would use longer phrases like this:

A long time ago, there was a wise man living in a mountain country. (A long time ago, there was a wise man living in a mountain country.) The country was beautiful. (The country was beautiful.) But it was always difficult to find enough food. (But it was always difficult to find enough food.)

The variation, therefore, is not in the complexity of the sentence itself, but in the length of the segments used to build the sentence. Thus, a beginning student with no prior knowledge of the target language and a student who has gained considerably greater fluency may use the same kinds of sentences. The structure of the audio exercises will take into account these varying levels of fluency, though in later lessons the student will be forced to manipulate the language to a far greater degree. Though the beginning student will spend more time learning the proper pronunciation of each sentence, and the more advanced student will spend more time substituting tenses and component parts of the exercise sentences, the end result is that both the beginning and advanced student will be speaking the same language that is used in normal conversation.

But it's too difficult to start with normal speech

Not really. Once you understand the greetings and salutations, you are ready to begin practicing with normal sentences. Say, for instance, that you are reading a newspaper article as you study. Aside from the sentences that contain specialized vocabulary, most sentences will use common verbs and syntax construction. This is the language you want to speak. Use it from the very start of your language study.

This will be explained more fully in Chapter 7: *Studying the Verb* and Chapter 8: *Making the Feedback Training Method Work*.

Therefore, you can be assured that *the spoken language you want to learn is everyday language*. It will reduce stress if you realize that, in the very first week of language study, you are learning normal speech. By and large, the language will never become any more

difficult than it is when you first begin because you will be studying normal spoken language throughout your formal study.

^[1]Many countries publish both literary and common language newspapers. In this book, common language newspapers will always be referred to for the purpose of spoken language study.

^[2]Classical Greek during the early Roman Empire, was used as a literary language, while Koine Greek was used among the masses. Until the 20th century, the Mandarin class in China distinguished themselves from the commoners by their knowledge of language, based on their success in completing a rigorous examination.

^[3]The concept of a *target language group* was introduced in Chapter 2. This was further divided into a *general* and a *specific* target language group. A *general target language group* will typically be spread over a wider geographical area and will consist of dissimilar socio-economic levels. Nonetheless, each speaker within this group will use non-technical vocabulary, syntax, and pronunciation that is easily understood by all others in the same group. A *specific target language group* will more likely be found in a specific geographical location, and will, because of their similar socio-economic level, use vocabulary, syntax, and pronunciation generally common to all in that group. All fluent English-speaking Americans were classified as being in a single *general target language group*, and the Texas-raised students in the Engineering Department at the University of Texas were classified as being in a *specific target language group*.

^[4]Again, this would be true only of common language newspapers rather than literary newspapers.

^[5]Because American English speakers often use less formal language, Americans undoubtedly frequently offend their target language audience because they have not bothered to learn proper protocol for addressing those of higher rank.

Chapter 6: Selecting a Text

Chapter summary: For spoken language study, you will need both a written text and an audio recording of that text. Making an audio recording by using a newspaper text will be easier than transcribing a radio program to use as a written text.

A newspaper article becomes an excellent text for language study.

This chapter will use the term *text* to identify a written manuscript. A newspaper in your target language is usually an excellent source for a study text. Most newspapers use good syntax, relatively simple sentences, and common expressions. In addition to general vocabulary, newspapers will give you many common political, scientific, economic, and technical words. Generally, newspapers are also a good source of colloquial expressions.

Important: Not all newspapers would be suitable for spoken language study. In many countries there are both common language and literary newspapers. You would want to select a newspaper that uses common spoken language. You may also be able to find magazines that work equally well. There may be magazines of particular interest to you such as political news, handyman, sewing and crafts, travel, outdoors and camping, sports, or any number of other topics. You would want to have your language helper evaluate the newspaper or magazine to be certain that the one you select uses an acceptable level of conversational language. The term *newspaper* throughout the remainder of this chapter will refer to whatever text you would have selected.

Some may also argue that a local newspaper does not always provide the best conversational language for spoken language study. That may be true, but the reality is that you probably would not be able to find the ideal text at any price. When carefully selected, the inexpensive and readily available newspaper will undoubtedly be your best compromise.

Further, this chapter attempts to describe the use of a newspaper in language study without suggesting when its use in that study might occur. The introduction of the newspaper into the language study schedule would depend entirely on the unique circumstances in each language study program. The reference to time (six weeks) at the end of the chapter is done simply for the sake of illustration, though it is entirely realistic with the help of a competent language helper. Similarly, some uses of the newspaper suggested in this chapter could occur early in language study while others are for students who have already had considerably more experience with their target language.

As you begin language study, you will need both a text and an audio recording of it to use for pronunciation practice. Since it would be difficult to procure a constant supply of companion texts with recordings, you will need to select one and then produce the other with the help of your language helper.

Going from a written text to an audio recording

In Chapter 8: *Making the Feedback Training Method Work*, the role of a language helper in your language study program will be fully explained. This present chapter, however, will be primarily concerned with the text itself. As we begin this chapter, we will make two assumptions: 1) that you will have a language helper who is a first language (L1) speaker of your target language and pronounces the target language correctly, and 2) that you will have audio recording equipment.

Everything considered, it should be easier to produce an audio recording from a newspaper text than to produce a written text from a radio broadcast recording. It would be much simpler for your language helper to record the text than it would be for the language helper to transcribe the audio recording.

For your study purposes, a printed newspaper text will assure a more precise use of the language, better spelling, and a more easily preserved printed copy. Because live radio broadcasts are difficult to record when inexpensive audio equipment is being used, it would be difficult to hear all of the words clearly. Therefore, it may be easier for you to make a good language study recording by having the language helper read a newspaper text for the audio recording. With a little coaching, your language helper could also learn to record the material in such a way that there would be long enough pauses to allow you to repeat the phrase when studying alone.^[1]

The purpose of using the newspaper is to facilitate *spoken* language practice. You would always read the newspaper aloud, reading a sentence and then looking away from the text while repeating the sentence from recall memory.

Appendix B: *Text Exercises* will illustrate how the text is actually used to create audio exercises.

A number of uses of a newspaper are suggested under the following headings. These uses, however, are progressive. That is, during the first few weeks of language study, you will begin using the newspaper as an aid for building **vocabulary** and improving an understanding of the **meaning** of the language. As language study continues, the newspaper will become an increasingly important tool for **syntax development**. Learning **expressions** from the newspaper will require more language skill and will take place somewhat later in the language learning process. Each of these uses of a newspaper as an aid to language learning will depend to some extent on the readiness of the student to progress to that level.

Using the newspaper for vocabulary

First, read the article out loud, identifying new vocabulary as you go. Whenever you read a word you do not know, stop and find it in your dictionary. Keep a vocabulary notebook. If a word you do not know is used more than twice in an article, enter the word in your notebook and put a check (✓) by it to flag it as a word needing special study. However, do not record place names or personal names in your notebook. After you finish reading the article for the first time, review the meaning of all of the new vocabulary words. Study these words enough that you know what they mean when you

read the article. Always pronounce vocabulary words out loud so that you learn vocabulary as a spoken language.

After you are more familiar with the process, select other newspaper articles and continue reading aloud while you look for new vocabulary words. When you find a word in a second newspaper article that you have already checked (✓) in your notebook, place a second check (✓✓) by it. Any word in your notebook with two checks should be memorized as an important word to know.

Whenever you are able to do so, write out the cognate forms of the same word. For example, *to adhere*, an *adhesive*, and *adhesion* are cognates. It will be helpful for you to learn multiple cognate forms of a word at one time rather than learning each form as a new vocabulary word when you first encounter it. Association of a single word in its multiple forms with one root meaning results in more rapid vocabulary retention. It will also teach you how to accurately develop cognate forms of words during speech when you do not already know the word.

The following will be used as an English illustration. If, for example, you as an L2 speaker know the word "high" but do not yet know the superlative "highest," you could nonetheless develop the sentence, "It was on the highest shelf," if you have the ability to develop cognitives. By learning all cognate forms of every new word as a group — and always learning them in the same pattern, such as *sharp*, *sharper*, *sharpest*, and *sharply*, or *quick*, *quicker*, *quickest*, and *quickly*, your ability to accurately create unknown regular cognitives during speech will be greatly enhanced.^[21]

The real essence of language fluency is understanding the target language well enough to intuitively use previously unknown vocabulary during conversation. It may be helpful to you to reserve a section in your vocabulary notebook for exactly the purpose of listing cognitive forms.

Verbs should be listed in your notebook in their infinitive form (for example, "to remember") rather than in a conjugated form (for example, "she remembers"). Note that not all languages identify verbs in their infinitive form. Use your target language's dictionary notation form as your pattern. After you have mastered the verb's conjugation, it will be far simpler for you to learn a single verb form than it will be for you to learn each form of a verb as an individual vocabulary word.

Using the newspaper for meaning

Read the article again for meaning. If you do not understand a sentence, stop and find out exactly what it means.

If some of the definitions you have written in your notebook do not make sense when you read them in the article, find the word again in your dictionary and see if it has other meanings. If a second meaning for the word makes better sense in this case, write that definition in your notebook.

If you still cannot figure out the meaning of a sentence, it may be because two or more words are combined to form a single expression. Try to determine the meaning of

expressions. Look for similar expressions in other articles. If you still cannot determine the meaning of an expression, ask your language helper for assistance.

Using the newspaper for syntax development

An ideal way to reinforce your use of grammatically correct syntax in your target language is by reading newspaper articles aloud. Your goal is to retrain your mind, hearing, and mouth to understand and use your target language correctly. Reading aloud from a newspaper is one of the best ways to accomplish that.

The great advantage is that you are reading a large number of different sentences that are all organized according to the same grammar rules. Thus, you are learning the acceptable range of the syntax of that language. That is, there may appear to be many variations from sentence to sentence, yet all of the uses are still correct. An example from English would be learning that you can place the word "however" at the beginning, middle, or end of an English sentence. You would also learn that the position of "however" can make a slight difference in meaning, or it can enhance the style of the sentence. You will discover equivalent nuances in your target language.

In many respects, using the newspaper for syntax development is similar to using it to increase fluency and to help you develop fluid conversation as mentioned below. The same exercises suggested below would be as profitable for syntax as they would be for fluency and conversation.

Using the newspaper in order to learn expressions

Expressions add richness and variety to all languages. Identify expressions as you read the newspaper. Use a special mark to identify them in articles. As we will see in a moment, many expressions may be divided, with component words of the expression being separated by non-component words.

Try substituting other words within the same expression. Say or write as many sentences using the expression as possible. As an English example, you may read a sentence in a newspaper that says, "The Governor announced on Friday that he will not run for another term, putting to rest months of speculation about his future intentions." Most expressions can be used in different tenses with different people or things. For example, the expression "to put to rest" can be used in the present tense, "I want to put our disagreement to rest," in the future tense, "He will put his argument to rest," or in the past tense, "They finally put their rivalry to rest." Notice that in these phrases, the component parts of the expression are separated as in, "*They finally put their rivalry to rest.*" Watch for such variations of construction in expressions in your target language.

English also uses forms of words as a type of expression. For example, you may read a sentence in a newspaper that says, "We're getting many calls from people who are panicking and asking what they can do." This form of expression uses two or more words ending in "...ing" to describe two or more actions that the same person is doing at one time. You will certainly find many similar expression forms in your target language.

Using the newspaper for fluency enhancement

As you use the newspaper in your spoken exercises, you will begin reading longer sections rather than simply alternating between reading sentences aloud and then repeating them from recall memory. You will want to read the entire article aloud for fluency practice. Try reading the article as smoothly as possible without stopping. Read it aloud at least twice.

For more fluency practice, continue reading the article aloud until you can read it at the same rate of speed that a first language speaker uses when talking. Practice until your pronunciation duplicates that of a first language speaker.

Your purpose is not to merely learn the vocabulary in these newspaper articles, but to learn to speak your target language. Keep practicing until you can read the article aloud well enough that a first language speaker could clearly understand what you are saying.

Fluency is the ability to speak smoothly with proper intonation. Initially, use single sentences for fluency drills, repeatedly reading a single sentence until you can read it smoothly. Eventually, do the same with multiple sentences or paragraphs. Even as a beginning student, there is value in reading a longer passage or entire article without break in order to establish the rhythm of the spoken language. This is excellent proprioceptive training.

Your natural tendency will be to move on to new articles too quickly. In reality, it is only after you already know all of the vocabulary and can pronounce each word correctly that you will be ready to use the newspaper article to full advantage. You are not fully retraining your mind and tongue until you can read the article at normal speaking speed with proper inflection and pronunciation. You will better attain fluent speech by re-reading fewer articles aloud perfectly than you will by reading many articles aloud with faulty pronunciation.

Using the newspaper for conversation practice

In Chapter 3, it was stated, "You must never make a mistake when you are speaking." That objective will be the most difficult when you first begin free conversation. However, using a newspaper article will be a great aid in producing conversation that is essentially free of mistakes.

A newspaper article can give you a great deal of structure for conversation practice. This structure will give both you and your language helper 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. After very little coaching, your language helper can use the newspaper article to structure free conversation.

To continue with the illustration from English, your language helper could lead you in a discussion evolving from a newspaper article. You could easily have the following discussion after only six weeks of full-time language study. Notice that your language helper is asking each question twice, expecting that you will substitute a pronoun in your second response.

Language Helper: "What did the Governor announce on Friday?"

Reply: "The Governor announced on Friday that he will not run for another term."

Language Helper: "What did the Governor announce on Friday?"

Reply: "He announced on Friday that he will not run for another term."

Language Helper: "Will the Governor run for another term?"

Reply: "No, the Governor will not run for another term."

Language Helper: "Will the Governor run for another term?"

Reply: "No, he will not run for another term."

Language Helper: "When did the Governor announce that he will not run for another term?"

Reply: "The Governor announced on Friday that he will not run for another term."

Language Helper: "When did the Governor announce that he will not run for another term?"

Reply: "He announced on Friday that he will not run for another term."

Assuming that you have only been studying your target language for six weeks, your initial response to each question may be slow and halting. You may also be looking at the printed text when your language helper initially asks the question. But at least your answer is word perfect. You are training your proprioceptive sense by using perfect syntax. Now you can add perfect pronunciation and fluency to that.

Typically in language instruction, extra attention is given when a student makes mistakes. That is, when a sentence is used incorrectly, it will be corrected with additional drills. On the other hand, when a student responds correctly, the instructor will move on to the next sentence. That is not what you want your language helper to do for you now. Of course, you will want help with incorrect syntax and pronunciation. But in order to learn the language effectively, you will want to emphasize correct language use. To continue our example, let's say that none of the sentences in the above illustration have any phonemes that you cannot reproduce acceptably. Therefore, at your instruction, your language helper will continue to drill you on these same sentences until they are perfect.

Your language helper will again ask the first question twice, allowing you to respond accordingly.

Language Helper: "What did the Governor announce on Friday?"

Reply: "The Governor announced on Friday that he will not run for another term."

Language Helper: "What did the Governor announce on Friday?"

Reply: "He announced on Friday that he will not run for another term."

Now, however, you will not be looking at the text. Your language helper will ask these two questions until you can answer word perfectly from recall memory.

But she is still not finished. She will now increase the tempo and will expect you to answer in the same cadence. She will persist until the two of you are conversing so

quickly and naturally that a first language speaker coming into the room would hear a strangely redundant conversation in what would otherwise be completely understandable language. It would be just as understandable to that first language speaker as any conversation would be between two first language speakers on the street.

This would continue — maybe for several days of practice — until the entire series of questions from that newspaper article could be asked and answered in fully fluent conversation.

You would be worn out by the time you finished studying this intently from a newspaper article. Yet while others would be in the *beginning* language course after their initial six weeks of study, you — after your first six weeks — would already be speaking on an *advanced* level, though you would only be using a relatively small number of sentences.

Congratulations!

^[1]Generally, at the conclusion of each lesson session, the language helper would record audio lessons for the student to study alone. More information regarding recording will be given in Chapter 8: *Making the Feedback Training Method Work*.

^[2]This same technique using the verb will be demonstrated in Chapter 7: *Studying the Verb*.

Chapter 7: Studying the Verb

Chapter summary: When you study your target language, you will want to develop spoken exercises that emphasize the unique characteristics of that language. Verb exercises which use all persons, tenses, and other verb functions within a single assignment will probably be some of your most important drills.

Each language has distinct qualities that will require unique and specific exercises. Many languages are *inflexive* and use *declensions* in which certain words indicate agreement or specialized meaning. Inflexive languages have well-developed verbs with numerous forms. If your target language is inflexive, you will need to use carefully developed verb exercises. (English, however, is not an inflexive language.)

Many modern languages add a great deal of precision by their use of these linguistic constructions. For example, an adjective may be definitively identified with the noun that it modifies by its agreement in gender and number, thus setting it apart from other adjective/noun combinations within the same context. Since written language is derived from spoken language, the focus of this chapter is primarily the variations of meaning that result from manipulation of the spoken language. The following two definitions are important here:

1. An *inflexive* language is one that adds one *phoneme* — or one *moneme* in its written form — to a verb to denote case, number, gender, person, tense, etc. A *phoneme* is the smallest linguistic sound carrying meaning, whereas a *moneme* is the smallest linguistic unit (typically a letter in a phonemic alphabet) identifying a specific phoneme.
2. *Declension* is the occurrence of inflection in nouns, pronouns and adjectives, indicating such features as number (typically singular vs. plural), case (subject, object, and other case functions), and gender. Declension occurs in a great many of the world's languages.

This chapter will demonstrate how specialized exercises which focus on unique qualities in a language can be constructed. It is easy to demonstrate this type of exercise by using the English verb as an example. Probably nothing marks adults struggling to learn English quite as much as their improper use of verbs in regard to person and tense. Therefore, when teaching English to adults, it is necessary to use specialized English verb drills.

Of course, you will need to adapt these examples of English verb exercises to your own needs as you begin learning your target language. Inasmuch as English adjectives are seldom modified in order to agree with gender and number, we cannot give sample exercises for that purpose, though you could certainly develop them for French, Spanish, and many other languages. Other languages would require extensive exercises for case within the verb. And were you to be studying Cantonese, you would certainly need to develop exercises using its six tones.

A short introduction to verb drills

All of these illustrations are taken from the *Spoken English Learned Quickly* language course. In my own personal experience with language learning, I was frustrated when I would learn a present tense, then a week or two later learn its past or future tense, only to come back to it again a few months later to learn its subjunctive form. I would have done much better had I learned each verb as a complete unit. When I was studying French, the verb "etre" (to be) evolved into at least four verbs. First I learned the present tense *etre*, later the past tense *etre*, still later the future tense *etre*, and finally, an entirely new *etre* verb form called the subjunctive. It would have been much more effective for me to have learned one verb having four tenses than to have learned four separate tenses as though each was a new verb.

Of course, I am exaggerating to make a point. Yet, if we make a single package out of each verb, learning it in all its forms simultaneously, it becomes a far simpler memory task. In addition, full use of each verb as it is learned gives greater initial command of the language. I said many things incorrectly until months later when I finally learned the subjunctive form. Then I wasted additional time retraining my mind to use the subjunctive form in place of the tenses I had previously thought I was using correctly. I spent more time learning and then unlearning incorrect verb constructions than had I learned fewer verbs initially, but learned them in their entirety.

There is, however, another equally forceful argument for learning all forms of the verb at one time. As I have taught the *Spoken English Learned Quickly* course, I have discovered that, in a relatively few weeks of learning all new verbs in their entirety, adult students who have no previous knowledge of English are able to conjugate verbs which they have never before encountered. I have experimented with this many times. I choose an obscure regular verb and find a student who does not know its meaning. Then I have the student conjugate it in all of its persons and tenses. Only after they have successfully conjugated the verb do I tell them what it means. It is an amazing process to see. (*Spoken English Learned Quickly* was designed to be used as a self-study course. Most students study on their own. However, I have often conducted a weekly two-hour group session as a means of encouraging the students. It is during the group sessions that I have used these spoken conjugation drills.)

We strongly encourage you to learn all forms of each verb the first time you encounter them in your study. Verbs will become much more useful to you in a shorter period of time.

In traditional language instruction, once a particular verb tense is supposedly learned, it is then assumed that the students know that form and no longer need to review it. Yes, the students may be able to write all the present tense forms of a particular regular verb, but that is not the objective. Can they use all of those forms in spontaneous spoken English? In the *Spoken English Learned Quickly* course, instruction does not stop when students are able to write the endings of certain verbs. The goal is to help the students reach a level of fluency in which they can correctly use the verb in all of its tenses and persons in normal speech.

That will be your objective as you learn to speak your target language. Do not be satisfied by simply learning verb tense and person in written form. You will not *know* a particular verb until you can use it fluently in spontaneous conversation.

For the same reason that you were encouraged to learn cognate forms of words in Chapter 6, you are encouraged to learn all of the individual forms of a single verb at one time. This will greatly reduce the time required to learn verb vocabulary. Depending on your target language, this could include tenses, persons, imperatives, declensions, etc. Combining all forms of each verb as you learn them will also improve your intuitive understanding of that particular verb. You will be better able to use the verb in its different forms when you want to use it to convey a similar meaning.

All of the above comments relate to spoken language. You may find it helpful to write tables. But you must learn to use the words in the tables as *spoken* vocabulary, not merely as *written* tables.

Four types of verb drills

The *Spoken English Learned Quickly* lessons use four verb table forms. In the early lessons, only the following form is used. It will be called an "A" format for this illustration:

1. An "A" format English verb drill.

TO OWN (to own) / She promised to own it. (She promised to own it.)

Own. (Own.) / Please own it. (Please own it.)

owning (owning) / He is owning it. (He is owning it.)

owned (owned) / it is owned (it is owned) / it was owned (it was owned) / it will be owned (it will be owned)

- I own (I own) / he owns (he owns) / she owns (she owns) / it owns (it owns) / you own (you own) / we own (we own) / they own (they own)
- I owned (I owned) / he owned (he owned) / she owned (she owned) / it owned (it owned) / you owned (you owned) / we owned (we owned) / they owned (they owned)
- I will own (I will own) / he will own (he will own) / she will own (she will own) / it will own (it will own) / you will own (you will own) / we will own (we will own) / they will own (they will own)

Since all of the exercises are recorded as audio lessons, the students respond by repeating the words enclosed in the ellipses (. . .). A *Student Workbook* is provided that contains the written text for all spoken drills. The parenthetical phrases are included in the written text. Thus, the narrator says, "to own" and the students respond, "to own." The narrator says, "She promised to own it," and the students respond, "She promised to own it."^[1] Everything is spoken, and as soon as the students understand a new exercise,

they put the written text aside and complete the exercise by using only the audio recording without the text.

Repeated use of this format allows the students to conjugate an unknown verb correctly. Can you see how their fluency increases when they can correctly use English verbs so early in their language learning experience? That is the same fluency you will want to develop as you study your target language.

Quite early in the lesson series, another verb table format is introduced. Throughout the *Student Workbook*, all irregular verb forms appear in bold type. A drill for the irregular verb "to meet" looks like this:

2. A sentence completion English verb drill.

Complete the following sentences with "them here every evening."

I always meet (I always meet them here every evening.) / He always meets (He always meets them here every evening.) / You always meet (You always meet them here every evening.) / We always meet (We always meet them here every evening.) / They always meet (They always meet them here every evening.)

Complete the following sentences with "them here after work."

I always **met** (I always **met** them here after work.) / She always **met** (She always **met** them here after work.) / You always **met** (You always **met** them here after work.) / We always **met** (We always **met** them here after work.) / They always **met** (They always **met** them here after work.)

Complete the following sentences with "them all before evening."

I will meet (I will meet them all before evening.) / She will meet (She will meet them all before evening.) / You will meet (You will meet them all before evening.) / We will meet (We will meet them all before evening.) / They will meet (They will meet them all before evening.)

Though the sentences are simple, this format teaches the verb conjugation in the context of the spoken language. It also forces the students to be more mentally alert during the exercise. Later in the lessons, a third type of verb table is added that is identified here as a "B" format table. It looks like this:

3. "B" format English verb drill.

TO TEST (to test) / He promised to test it. (He promised to test it.)

Test. (Test.) / Please test it. (Please test it.)

testing (testing) / He is testing some. (He is testing some.)

tested (tested) / it is tested (it is tested) / it was tested (it was tested) / it will be tested (it will be tested)

I test (I test) I tested (I tested) I will test (I will test)

he tests (he tests) he tested (he tested) he will test (he will test)

she tests (she tests) she tested (she tested) she will test (she will test)

it tests (it tests) it tested (it tested) it will test (it will test)

you test (you test) you tested (you tested) you will test (you will test)

we test (we test) we tested (we tested) we will test (we will test)

they test (they test) they tested (they tested) they will test (they will test)

In this format, students are forced to move from tense to tense using the same person, rather than from person to person using the same tense as they did in the A format drills. Language requires both skills, so students are taught to do both at normal conversation speed.

However, by this time in the lessons, students should be able to do both. Consequently, they alternate between table formats in the same exercise. That is, the first verb uses the A format, the second verb uses the B format, the third verb uses the A format, the fourth uses the B format, and so on to the end of the exercise. This increases the students' abilities to use the verb with all tenses and persons while, at the same time, forcing them to develop spontaneity while using verbs.

Again, this will be your objective in learning your target language. You want to be able to manipulate the spoken verb quickly and accurately, using all persons and tenses in addition to any other verb functions in your target language. You should also be able to see the great advantage of learning all tenses and persons of a verb at one time. If you learn all the forms of the entire verb each time you encounter a new verb, you will have learned one meaning with multiple forms rather than a mix of verb forms and meanings. Learning all forms of a single verb in this way will take you less time than learning the same material using a traditional method.

Most importantly, if you use spoken exercises as a means of learning verb tables, you will find that the conjugation you are learning for one verb will be quickly transferred to other verbs.

The same transfer of knowledge will also be true with any kind of word or sentence construction you learn as you use this table format. Once you are familiar with that exercise, you will always study the information in the table as a spoken exercise without reading from the text.

There is a final verb exercise format used in the *Spoken English Learned Quickly* course. The exercise with its spoken introductory explanation looks like this:

4. Tense or person selection English verb drill.

Say each sentence using the word I will give you. I will tell you if the sentence should be in the present, the past, or the future. Use the word "to ride."

Present. The children in that family always _____ the bus.

(The children in that family always ride the bus.) The children in that family always ride the bus. (The children in that family always ride the bus.)

Present. That family with three children always _____ the bus.

(That family with three children always rides the bus.) That family with three children always rides the bus. (That family with three children always rides the bus.)

This verb table format is used frequently with a large number of regular and irregular verbs. It uses all tenses and persons and incorporates as much vocabulary from each new lesson as possible. In Chapter 7: *Making the Propriceptive Method Work*, you will learn more about the process of recording these written tables as audio exercises.

Manipulating language

Development of the ability to manipulate language is easily illustrated. Imagine that four-year-old Ryan lives next door to his best friend. The boys frequently go on each other's family outings together. On one occasion, the two boys rode a miniature train that circled a picnic area at the zoo. When Ryan returned home, he excitedly told his parents, ". . . and we rided the train."

As a young child, Ryan's developing language skills include his growing ability to manipulate language. He can correctly use "...ed" to signal past tense with regular verbs. In time, he will learn the correct conjugation of the irregular verb *to ride* and will be able to report that they *rode* the train. We often hear young children doing this. Probably the most frequently made mistake is attaching "...ed" to irregular verbs to create the past tense. Other instances include "gooder" or "baddest" for the words *good* or *bad* that do not follow convention, even though the child is using the correct pattern ("tall/taller/tallest" or "large/larger/largest"). Thus, prior to attaining maturity in language, growth is evident as a child develops the ability to manipulate language. The child is intuitively attempting to express unknown, yet grammatically correct thoughts. As adults, we may detect a mistake in conjugation. Yet, how often have we heard a child incidentally use a past tense correctly, when we did not realize that the correct conjugated form itself was not yet a part of that child's recall vocabulary?

Thus, when the Feedback Training Method teaches students to manipulate language in a way that can be used to create new vocabulary, it closely replicates a child's language development. As far as we know, no studies have been conducted to evaluate this process. Nonetheless, it seems reasonable that the best way to teach a new language is to group cognitives and the tenses and persons of verbs in a way that mirrors a child's progression in language development.

The proprioceptive influence

Notice how the emphasis on the proprioceptive sense in language learning has influenced this method. Verb usage is important in English, as it likely is in all languages. In order to use verbs properly in English, the speaker must use tense and person correctly.

However, tense and person have multiple components. There are cognitive components that are essentially controlled by memory. So drills that retrain memory will be needed. This is accomplished by using a great deal of repetition. These verb forms will be repeated thousands of times throughout these lessons.

During cognitive learning, however, students should also develop the proprioceptive sense that will retrain their mouths to pronounce the words correctly. After all, the difference in knowing whether to use "ride" or "rides" is a function of pronunciation as far as the tongue and hearing are concerned. Therefore, in all of these exercises, the students' cognitive, proprioceptive sense, and hearing have simultaneously been retrained by forcing them to speak aloud, listening to both the narrator and their own voice, and experiencing the feedback from their own mouth as they speak.

Something else has also been done that is extremely important. For the entire time the students work on the exercises, everything they hear the narrator say has been an example of perfect English. It is *perfect* in both its pronunciation and syntax. The students could use this lesson from which these sample exercises were taken for two hours a day for five days a week. If the students repeat exactly what the narrator says, they could speak perfect English for 10 hours during that week, even though they are studying by themselves.

These same students could probably do a written exercise using the same material. It would be a cognitive exercise, but it would not involve any retraining of their mouths or hearing. They would probably work on it for two hours or less during the week. The results would be negligible in terms of producing fluent spoken English.

You will want to establish an effective training experience when you study your target language. If you want to be successful, you must avoid complacency with written exercises. Your goal is to advance to effective spoken language learning.

However, it will be difficult. There is no way that you can repeat the same sentences enough times to retrain your mind, mouth, and hearing without becoming weary in the process. That is the price you must be willing to pay in order to efficiently learn to speak a new language fluently.

^[1]This sentence gives an opportunity to illustrate one of the design criteria behind the *Spoken English Learned Quickly* lessons. Your first response would be to think that a sentence like, "She promised to own it," is grammatically correct, but would never be used in normal speech. However, let's say, for instance, that a somewhat abrasive college sorority sister was known for her duplicity. During a hotly debated decision, she got her way on an issue by promising that she would take responsibility for the outcome. True to form, when the plan failed, this sorority sister blamed someone else for its failure. In the next meeting, an angry sorority sister made the comment, "But she promised to own it." Standing alone in a verb drill, this sentence appears as though it would never be used in normal speech. In fact, it has a very specialized, colloquial

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meaning that could well be used as expressed in this sorority illustration. An important purpose in the design of the *Spoken English Learned Quickly* course is to teach the language students to effectively manipulate the language. Every attempt is made to avoid nonsensical sentences in language drills. Nonetheless, it is important for students to have a full command of correct English. The best way to do that — when possible — is to teach every usable form of each verb. For the same reason that we want students to learn cognitive word forms in order to manipulate the language when they need to create a word during a conversation, we also want them to understand a statement that is dependent on a verb construction even when they have not yet learned a particular expression. As a point of interest, whenever there was a similar uncertainty during the design of an exercise sentence, the test of its viability was that a plausible situation could be constructed — as in the story above — in which the sentence could have a colloquial use. This lengthy explanation is given because we want to encourage you to design your own language drills in order to include a complete — though always realistic — use of your target language.

Chapter 8: Making the Feedback Training Method Work

Chapter summary: This chapter explains how you can use the Feedback Training Method to effectively double your language learning rate as you learn to speak a second language.

The Feedback Training Method will then be applied to two settings in which you might study. The first setting would be formal language study in an established school. The second would be language study in an area without adequate schools, requiring that you establish your own language program. In the latter case, the practical problems involved in developing the course and in selecting and training a language helper are discussed.

This chapter will give you some practical suggestions in applying the Feedback Training Method to your language study, helping you to gain fluency as quickly as possible. From past experience with the *Spoken English Learned Quickly* course, it is fair to say that these methods can help you double the rate at which you acquire a new language. That is, in hour-for-hour of study, you can reach the same fluency level in six months that you would otherwise reach in a full year of study relying only on an established school's program. This language-learning rate should be just as attainable when using your own program in an area where formal instruction is limited.

In order to succeed, however, you must remember the four rules that were previously given in Chapter 3:

1. *To learn to speak a language correctly, you must speak it aloud.*
2. *To learn to speak a language fluently, you must think in that language.*
3. *The more you speak a language aloud, the more quickly you will learn to speak fluently.*
4. *You must never make a mistake when you are speaking.*

There is no alternative to committing a great amount of time to language study. If you are devoting full time to it, then try to spend a full eight hours a day, five days a week on language study. Ideally, that will be eight hours devoted to actual speaking by means of recorded exercises and newspaper reading. If you are enrolled in a structured class, you will need to supplement your class and preparation time with additional newspaper reading and spoken exercises for a total of eight hours of study each day.

Whatever your schedule permits — from one hour a day to eight hours a day — bring as much *spoken* language into your study time as possible.

If you are applying the four rules above and simultaneously thinking, speaking out loud, and listening to yourself in your target language, you are using a Feedback Training Method of language study.

Learning an alphabet

Let's assume that you are a first language English-speaking adult, that you possibly also have a college degree, and that you know the Latin alphabet. With this background, you should find it fairly easy to learn the alphabet for languages such as Polish and others that use additional accents and diacritical marks.

However, if you are learning a language that uses another alphabet, you will need to learn that alphabet first.

Most languages use a relatively small number of letters in their alphabet. You would severely hamper your language learning efforts if you did not first learn that short alphabet. Some languages have considerably longer alphabets, and you may not need to learn all of the letters before starting to study the spoken language itself. On the other hand, Chinese is the only language that uses only characters while Japanese uses two alphabets and additional Chinese characters.^[1] In time, you will want to learn as many characters as possible. However, with no personal experience to guide me regarding these two languages, I would think that your time might be better spent by initially concentrating on the spoken language.

Making the Feedback Training Method work during formal language study

If you are studying in a highly structured program which emphasizes written assignments, you will need to supplement that study with spoken language. Our bias against written assignments for language learning does not concern the accuracy of the sentences themselves. In all likelihood, the written sentences used in these language programs are an excellent representation of the language. They should, however, be learned as spoken phrases rather than as written sentences.

If you are in a language program that emphasizes written assignments, then after completing the written portion of the daily work, spend your additional study time using the assignments as spoken exercises.

1. Practice only with written sentences that you know to be correct. You may want to use the sentences from the previous day's lesson after they have been corrected in class. Or you may have access to a first language speaker who can check them for you. Avoid getting your primary help from an advanced student who is a first language speaker of your own language.
2. In the early part of your study, be very certain that your pronunciation is correct. When the pronunciation of your own language and the target language are similar, this will not be a major problem. In other instances, it will be a serious concern. For example, a first language English speaker cannot learn proper French pronunciation without help from either a first language French-speaking person or some form of audio recordings.
3. In some cases, you can record short segments from local television or radio programs for use as pronunciation drills.^[2]

4. In time, your pronunciation will become more reliable and you can return to reading written class assignments and newspapers aloud for pronunciation practice.
5. You will need to use a mix of methods when you are reading. The second rule above suggests that you never merely read the sentences, but that you also recite the sentences from recall memory. That is, you read a sentence aloud and then look away from the page and immediately repeat the sentence from memory. On the other hand, there will be times when reading an entire newspaper article or written language assignment aloud, using precise pronunciation, will be of great benefit. Reading longer portions without pause will develop your sense of the cadence of your target language. Be creative in adding variety so that you are able to maintain the intense schedule while avoiding the monotony that could undermine your best intentions.
6. In all likelihood, if you are in a structured class, verbs as well as other types of speech will be introduced progressively rather than as was suggested in Chapter 7: *Studying the Verb*. You may greatly enhance your learning speed if you construct verb tables as you encounter new verbs. Very quickly, you should be able to take any new regular verb and recite the entire table without first writing it. You may find it to be helpful to make tables with suffixes and prefixes while leaving blank spaces for the verb root. Then each time you encounter a new verb, you can refer to that table for spoken practice. As already suggested, get into the habit of learning each verb in its entirety. Also, develop the habit of learning the verb as a spoken rather than written vocabulary word.
7. If you are in a classroom language study program, you will undoubtedly have a language textbook that will provide enough information for you to be able to construct your own verb tables.
8. When you begin study, you will have a limited vocabulary that will not permit you to practice individual verbs in the context of a sentence. Again, turn to your newspaper. Find sentences that include specific verbs with the tenses and persons you are looking for. Look up the vocabulary for those sentences and then use the full sentences in spoken practice. With that model sentence, you can construct oral drills by changes in person or tense.
9. During your initial language study, the process suggested in the previous paragraph will be slow. It may require a good deal of time for you to find a sentence that can be appropriately adapted and then to find the meaning of each word. Don't be discouraged. The laborious process is still teaching you important lessons about the language. Soon it will take far less time as you become familiar with vocabulary and syntax.
10. Notice that the emphasis on speaking is not initially done "on the street." Of course, as quickly as you are able, you will want to engage in live conversation. Understand, however, that your polite listeners will allow you to use their language incorrectly. Because they will feign understanding, you will be unable to determine if your syntax or pronunciation is correct. Carefully apply the fourth rule and try to learn basic syntax before you get into the habit of using words that

will just get you by because your listeners are polite or have learned to interpret what you mean.

Making the Feedback Training Method work as your only language course

Several assumptions are made in this section. Presumably the target language is spoken by a relatively large population, is used in public education, and, at least to some degree, is used in university level education. Also, presumably books and newspapers are readily available in the language.

We are also assuming that you will be able to locate a language helper who has the equivalent of a public school education. Better yet, your language helper will be a university student. University students trying to earn extra money are good language helpers. They also have excellent contacts among their peers which would permit a substitute if they become temporarily — or permanently — unavailable.

This chapter is not concerned with a target language that is unwritten and/or used by a remote and isolated group of people. There are organizations that deal with language learning in that setting. Therefore, devising a method for learning that language is not the intent of this book.

You may find that language courses are actually offered in the country by a university or private tutors. However, you may have used them and decided that they are not effective for you. Typically, these courses will consist largely of lectures on grammar or culture and will have class sizes that are too large to allow for significant spoken language experience. They will provide little to nothing in audio playback language laboratories or pre-recorded spoken language exercises.

You may enroll in a class as described above, but plan on supplementing your class work with a great deal of additional spoken material as suggested in the section on formal classes. Enrolling in this kind of course gives you access to a language teacher who could correct your pronunciation and syntax problems. On the other hand, after evaluating the language courses that are locally available, you may decide that you would accomplish more by designing your own spoken language course.

The information in the following sub-headings should help you structure your course.

Selecting a language helper. If you live close to a university, a student might be a good choice. If you use a Feedback Training Method, an effective language helper does not need to have any training as a language teacher as long as he or she speaks your target language fluently. In fact, if you feel confident in establishing the kind of language learning program suggested in this book, you may find that a university student with training as a language teacher could actually hinder your progress. In all probability, this training would place high value on teaching grammar. In the absence of a local university, a secondary school student or graduate could also serve the purpose just as well.

You will want a language helper who speaks clearly, can read well, and has an acceptable voice for recording purposes. The language helper should also be able to

write and spell correctly. In your study, you will be using written exercise pages that your language helper will write. It is important that you see correctly written sentences with correct spelling. Of course, as suggested in Chapter 6: *Selecting a Text*, you will also use a newspaper which is well edited, with good grammar and spelling.

Your language helper will be making voice recordings that you will use for practice. It is important that his or her pronunciation is correct and clear so that you can be confident in mimicking the recording. As much as possible, find a language helper who speaks with a normal cadence. Also be aware that missing front teeth or speech impediments will likely distort pronunciation.

Initially, if you and your language helper share another language in common other than the target language, you could use it for communicating as you establish the pay, the study schedule and your expectations. In many parts of the world, you would expect to pay your language helper at least weekly, if not daily.

Training your language helper. Understand the skill differences between you and your language helper. He or she is the expert in the language — you are not. You are the expert in the language learning method — he or she is not. After you have studied for a while, you could presumptuously assume that you know more about the language than your language helper does, hindering the process. That can happen more often than you might imagine! On the other hand, your language helper has more than likely studied language in school using a grammar-based method. If the university system uses a European language as the means of instruction, your language helper will almost certainly have studied that European language's grammar for many years in school. It would also mean that grammar study was superimposed on the local language. Your language helper will expect that you want him or her to teach you grammar. It would be surprising if your language helper would initially understand the Feedback Training Method of using only spoken language.

In all probability, your language helper will expect that you are paying him or her to give you grammar lessons. He or she will probably further expect that the language of instruction will rely heavily on a common language between you — either he or she has studied English or you have studied French or another language of instruction used in the local university. Your language helper may also have an agenda, hoping to practice English as well.

Considering all of the above, you have an important task ahead of you in training your language helper to speak only the target language. Nonetheless, in this section let's assume that you have a common language in which you can communicate to some degree. However, you will not be using this common language for instruction. All instruction will be in your target language. You will need to work together as a team — you will be guiding the language sessions, while your language helper will be providing the language expertise.

Developing initial exercises. The following suggestions assume that you have no language ability in your target language and that you are just beginning your initial language study.

1. Start with the "hello"s and "goodby"s of the language. Show your language helper that you want to mimic everything he or she says, and that you want to speak at a normal cadence, using correct pronunciation. Work with your language helper until the two of you can carry out a complete conversation using the appropriate greetings and farewells.
2. Keep a notebook in which your language helper writes every phrase he or she is suggesting to you. When you have written the phrases in the notebook, the two of you should be able to repeat the phrases as a dialogue.
3. Work on vocabulary. You will keep a vocabulary notebook that is separate from the phrase notebook your language helper is using. Make a list of vocabulary words and write the definitions in English.
4. Using your recording equipment, have your language helper record four or five phrases as a test recording. After each phrase, your language helper must pause long enough to give you time to repeat the phrase. However, your voice is not recorded. Now, demonstrate how you will use the recording during study. This will give your language helper a better idea of how much time should be allowed during the pauses.^[3]
5. If the pause time is either too short or too long, re-record the first phrases until it is correct. Then finish the recording so that all phrases written in the notebook are recorded. Depending on the time allowed for each session, this may complete the first lesson.
6. You will keep both the phrase notebook and the vocabulary notebook with you.
7. After your language helper leaves, you will spend a number of hours studying before the next lesson. You will practice until you can say all of the phrases with good pronunciation without referring to the phrase notebook. You will also learn all of the vocabulary.
8. During your next lesson, you may introduce the idea of verb tables. Select verbs from the vocabulary. Have your language helper give you all of the tenses and persons — and other grammatical functions placed within the verb if pertinent to that language. If it is a common verb, be alert to the fact that it may be an irregular verb. If you have purchased language texts for your target language, you may already have textbooks giving all of this information. If so, you can prepare the initial table information without your language helper's involvement.
9. Have your language helper write a number of the verbs used in the first lesson in table format. Have him or her repeat each person and tense — and other verb grammar functions — as demonstrated in Chapter 7: *Studying the Verb*. Respond by repeating everything your language helper says. Finally, using appropriate pauses, have your language helper record all of the verb tables he or she has just written. This will probably be the end of the second lesson.

10. Again, you will study using the recordings until you can repeat everything from the first two lessons perfectly without looking at the phrase or vocabulary notebooks.
11. During the next lesson, have your language helper write simple sentences for each person and tense for as many verb tables as you will be able to finish and record for that lesson. Use as many of the words as possible which are already on your vocabulary list. You will need to encourage your language helper to frequently reuse vocabulary you are already familiar with. He or she must be in the habit of using your vocabulary notebook whenever new phrases are written for recording.
12. In successive lessons, you can complete more verb tables and example sentences for each of the verbs you have already used. Of course, new example sentences will introduce new verbs. The new verbs will introduce even more new vocabulary as the new sample phrases are written and recorded. Be creative and you will find that this process will be self-perpetuating, producing enough material for many weeks of intense language study. You will also soon accumulate enough recorded material so that you can profitably spend many hours a day repeating it.
13. There is a mistake you must avoid. Your objective is not to review the recordings until you merely understand the meaning and the vocabulary. You will reach that point quickly. You should study every recording until you can flawlessly pronounce each phrase. That will take considerably more work. Do not be satisfied with merely *understanding* the phrases. Work until you can reproduce the phrases with the fluency of a first language speaker.

Selecting a text. At some point, you will begin drawing your text from a newspaper. Three previously stated principles need to be reviewed regarding newspapers as language study aids:

- You will need to select your newspaper carefully, making certain that it is an edition that uses everyday common language rather than one that uses a literary style.
- You cannot use a newspaper for language study without having appropriate pronunciation assistance. During your early study, you will want to have your language helper guide you so that your pronunciation is correct. You may want to read the article together and then continue reading the same article after your language helper leaves for the day. You should have your language helper record the newspaper article with appropriate pauses.
- You should always read the newspaper aloud.

It may be helpful to have two identical newspapers so that both you and your language helper have the same text. You will proceed much as you did earlier. Initially, you will be able to use a single newspaper article for many weeks, so you do not need to buy a newspaper for each session.

1. Select a short article that interests you. Your language helper may help you make selections based on the vocabulary or expressions contained in the article.

2. Start by reading the article together. Have your language helper read a phrase, and then you reread the same phrase yourself until your pronunciation is perfect. Then go to the next phrase or sentence, and so on.
3. When you begin to study the same sentences on the recording, you will not be looking at the newspaper. Your response will be entirely from recall memory. Therefore, show your language helper how longer sentences should be broken into shorter phrases. For examples, see Appendix B: *Text Exercises*.
4. During your practice reading, it might be helpful for your language helper to insert slash marks in the text to indicate where pauses should occur during the recording.
5. Develop vocabulary lists in your vocabulary notebook as you have already done.
6. Continue to develop verb tables.
7. Add a new category for expressions and idioms. A newspaper will generally use many common expressions. Identify each expression and define it. In many cases, key words may be substituted in the expression to change either the subject or the action of the expression. You may also be able to change the time of the expression with the verb tense. Learn how the expression can be modified.
8. In time, your language helper may write actual exercises using word substitution or verb manipulation. However, this may require more time than is available during the lesson period that, in fairness, may require additional payment.

The alphabet and numbers. Assuming that your target language uses an alphabet with a relatively few letters, you will want to learn the correct pronunciation of each letter in order to be able to spell words for first language speakers. You will also want to learn the correct pronunciation for numbers. Construct simple drills for both letters and numbers. Review the drills frequently enough that you can readily use both letters and numbers, utilizing perfect pronunciation. See the alphabet and number drills in Appendix A: *Introductory Lesson*.

You will probably use numbers more frequently because they are a part of daily conversation in making purchases. Consequently, you will probably gain fluency with numbers relatively quickly. However, be certain that you also learn the alphabet. As a foreigner, you will frequently be asked to spell words. It will be a great help to you if you learn to spell fluently in your target language.

Finally, if your target language uses a monetary system that is identified with anything other than simple numbers such as we use in English — for example, we say seven dollars, or three hundred and eighty dollars — you will also need to learn to rapidly use that system as well. For example, in the country in which I lived for nine years, a price could be specified in either MGF francs or the national ariary. The ariary was worth five MGF francs. In the larger cities you could get by with calling the price 350 francs. In remote areas, one was forced to bargain by calling the same amount 70 ariary. I learned, much to my chagrin, that mistakenly bargaining a price for 350 ariary was going to cost me a lot more than 350 francs. At least I won that bartering round at my first stated price!

Recording the exercises. In spite of the high technology equipment that is available today for MP3 and CD (compact disc) computer-based recording, some may still prefer the low-tech cassette tape recorder. It is inexpensive and easy to use as both a recording and a playback machine, and it has a pause button and counter that facilitates use in language study. However, if you take a recorder with you, you will need to either take an ample supply of cassette tapes with you, or verify that tapes can be purchased locally. Also make certain that any equipment you take with you will work on the supplied voltage *and frequency* of that country.

If you use a cassette recorder, limit your cassettes to the 60-minute length or less. Longer duration cassettes use thinner tape that will not hold up to repeated forward and reverse usage in language study. The thinner tape also tangles more easily.

Today's choice, however, would be MP3 technology. If you use an iPod or MP3 player, and have appropriate computer equipment, you may find that making the voice recording on a CD and downloading it to the MP3 player is a good alternative. You can also purchase auxiliary attachments that permit an iPod to record directly. In this case, you will probably want to upload your MP3 files to a computer so that they could be stored on CDs. Many MP3 players may be paused just like a cassette tape recorder.

You will need to establish a routine with your language helper. During the time he or she is helping you, you will be working on text material that will be spontaneously organized or written as recorded exercises. In addition, you may also record verb tables and the like. You will need to allow enough time so that each day's recording can be completed.

View the recorded material as the most important part of the lesson time spent with your language helper. You can easily get three or four hours of language practice time from each hour of recorded material. Thus, live conversation with your language helper will only give you an hour of spoken language for an hour of your language helper's time, whereas an hour of recording will give you a minimum of three or four hours of spoken language time for the same hour of your language helper's time. In addition, past recorded exercises can be frequently reviewed, which will give you even that much more spoken language exercise.

There will also be days when your language helper is not available because of illness, school schedule, holidays, and other reasons. Previous recorded exercises will allow you to continue language study without lost time.

^[1]Hangul is the native alphabet of the Korean language. It is a phonemic alphabet where the written letters correspond to the spoken sounds of the language, organized into syllabic blocks. Each block consists of at least two of the 24 Hangul letters, with at least one each of the 14 consonants and 10 vowels. For more information see <http://en.wikipedia.org/wiki/Hangul> .

The modern Japanese writing system uses three main scripts: Kanji (Chinese characters), Hiragana, and Katakana. Hiragana and Katakana are a syllabary, a set of written symbols that represent syllables. The native Japanese script is thus classified as an alphabet whereas the imported Chinese script consists of characters. For more information see http://en.wikipedia.org/wiki/Japanese_writing_system .

^[2]If you are enrolled in an established language school that uses grammar-based instruction, you will probably want to reverse a suggestion made in Chapter 6: *Selecting a Text*. In that chapter, it was recommended that you develop spoken language exercises from a written text (newspaper) and have a language helper record the audio portion. If you were still able to do that while in an established school, it would be the most effective approach. However, if time and/or finances make that too difficult while you are already carrying the academic load of a class program, then you may wish to find a radio or television program that you could record for the same purpose. In this instance, the language used in a news cast would undoubtedly be simpler to use than one that is dramatized. You would find the language in "talk shows," dramas, and the like to be much more difficult to use. Furthermore, you would probably not have the luxury of edited audio. You would need to rely on a pause function on your MP3 recorder to give you the time to repeat sentences. It would also rely much more on your memory since initially you undoubtedly would not have the skill to accurately transcribe the text. Nonetheless, you would profit more by intensive study of fewer recordings than cursory study of a larger number of recordings.

^[3]Generally, at the conclusion of each lesson session, the language helper would record audio lessons for the student to study alone. The actual recording would be done with a silent pause following each phrase. (That is, during the recording session the student would not be speaking during the pause, but the recorded pause would give the student time to repeat the statement during subsequent study.) However, because the student's response time during actual use of the exercises will always be greater than the language helper's recording time, some simple way to time the pause during recording should be devised. Experience has shown that the best way for the language helper to time pauses while recording language exercises is for the helper to silently *mouth* the phrase — not *think* the phrase — with a deliberately slow cadence while the recorder continues to run. This sequence would be repeated for each phrase.

Looking to the Future

As the developer of the **Feedback Training Method**, I invite your contribution.

This new method for spoken language instruction is extremely popular with international students because it is now possible to learn spoken English so much more quickly than it has ever been before. But that does not mean that the method is fully developed. It actually needs much more work before it is perfected. Many new language courses using an improved **Feedback Training Method** need to be published.

One individual has never single-handedly perfected the world's truly great ideas or technologies. Typically, an innovator initially introduces the idea. Yet before that idea becomes truly successful, many others need to make their own contributions. Just as this has been true in the development of flight, powered ships, electronics, and photography (to name just a few), so it has been true in every area of education.

The emphasis the **Feedback Training Method** places on training the tongue's nerve receptors simultaneously with memory is unique among language learning methods. It certainly is not a part of ESL methodology, nor was it a part of either the **Direct Method**, or the **Audio-Lingual Method**.

This method needs evaluation, criticism, and correction by many others in the field of language instruction. It also needs similar evaluation from a large number of language specialists who do not speak English as their first language.

The **Feedback Training Method**'s greatest weakness is that it has not been compared with other methods. In addition, it needs to be applied on a larger scale than is possible from one website, even though hundreds of thousands of students are using the lessons.

Better English courses than *Spoken English Learned Quickly* need to be developed by those who have the expertise and resources to do so. Similar courses for teaching other languages also need to be produced for the growing world-wide language market.

Finally, I am not interested in promoting my name as the one who developed the method. I want the method itself to succeed after others have assisted in its improvement. My desire is that this method will help many become fluent speakers of their target language in considerably less time than is now required. It serves my purpose best if those who evaluate and develop this method receive full credit — and compensation — for their work.

Toward that end, this material is not copyright protected. It may be freely used in a way that best helps both you and others. Its continued use is the most effective way for me to assure its usefulness to as many future language students as possible.

(Mr.) Lynn Lundquist

Appendix Overview

Appendix summary: The purpose of Appendices A - F is to demonstrate how certain kinds of audio exercises may be written in the target language.

Appendices A - F are taken from the free, downloadable *Spoken English Learned Quickly* language course (www.FreeEnglishNow.com). The purpose of each appendix is to demonstrate how certain kinds of audio exercises may be written. These examples are taken from an English language course because, for practical purposes, the illustrations must be in English. However, you may use the examples to develop your own exercises in your target language. The exercises you will write will come from the sentences, expressions, and vocabulary found in newspaper articles in your target language.

Notice that English alphabet (letter) and number (counting) exercises are introduced in the first lesson. Each letter and counting exercise is repeated in at least four of the sixteen *Spoken English Learned Quickly* lessons, though both exercises are not always repeated in the same lesson. Proper pronunciation of a target language's alphabet and numbers are often neglected in spoken language instruction.

Appendix A: *Introductory Lesson*

A spoken language course using the Feedback Training Method begins considerably differently than does a grammar-based language course. The purpose of Appendix A is to demonstrate that the very first lesson for students who have had no prior English study begins with complete sentences. By the end of this first lesson, these beginning students will be able to use these sentences with reasonable fluency. Note, however, that all verbs are in the present tense. The alphabet and numbers are also introduced in this lesson. In Exercise 1.9, the students are actually substituting words in the response.

Most beginning students think that this first lesson is too difficult when they first see it. A week later, they are comfortable with it and doing well. In typical language programs it is the emphasis on *written grammar exercises* rather than the spoken part of the language which hinders rapid progress in attaining fluency.

Appendix B: *Text Exercises*

Appendix B demonstrates text exercises. A newspaper article may be recorded on an audio recorder for spoken language instruction. Long sentences are broken into shorter phrases when necessary. The language helper reads the phrase on the recording, and the student repeats the phrase during the pause as indicated by the ellipses (. . .).

Learning to Speak a Second Language

Appendix C: Lesson Exercises

Appendix C illustrates a number of exercises that teach students how to ask a question, how to use objective pronouns, how to use "may" as a statement of condition, how to use "might" as a statement of condition, how to distinguish between "this" and "that," how to use "do" for emphasis, how to use comparative and superlative forms of the adjective, how to distinguish between "every" (that includes all in the group), and "every...who" or "every...which" in which only some in a group are excluded, and how to change words like "high" to "height," "wide" to "width," "deep" to "depth," "long" to "length," "thick" to "thickness," "strong" to "strength," "weak" to "weakness," and "dark" to "darkness."

Appendix D: More Verb Exercises

Appendix D demonstrates three additional verb exercise formats.

Appendix E: Expression Exercises

Appendix E demonstrates two exercises that teach expressions.

Appendix F: Miscellaneous Exercises

Appendix F illustrates exercises that teach students how to use comparative and superlative forms of the adjectives that are modified by "more" and "most," how to use prepositions, how to express the range of possibility between "always" and "never," how to use two-word verbs, and how to use more polite phraseology in expressing thoughts.

Appendix A: **Introductory Lesson**

Appendix A Objective: A spoken language course using the Feedback Training Method begins considerably differently than does a grammar-based language course. The purpose of Appendix A is to demonstrate that the very first lesson for students who have had no prior English study begins with complete sentences. By the end of this first lesson, these beginning students will be able to use these sentences with reasonable fluency. Note, however, that all verbs are in the present tense. The alphabet and numbers are also introduced in this lesson. In Exercise 1.9, the students are actually substituting words in the response.

Most beginning students think that this first lesson is too difficult when they first see it. A week later, they are comfortable with it and doing well. In typical language programs it is the emphasis on *written grammar exercises* rather than the spoken part of the language which hinders rapid progress in attaining fluency.

LESSON 1: ENGLISH SENTENCES

1.1 Repeat each sentence.

- 1.1a Hello. (Hello.)
- 1.1b How are you? (How are you?)
- 1.1c Fine. (Fine.)
- 1.1d Fine, thank you. (Fine, thank you.)
- 1.1e Okay, thanks. (Okay, thanks.)
- 1.1f Good morning. (Good morning.)
- 1.1g Good afternoon. (Good afternoon.)
- 1.1h Good evening. (Good evening.)
- 1.1i Excuse me. (Excuse me.)
- 1.1j What time is it? (What time is it?)
- 1.1k It is 2 o'clock. (It is 2 o'clock.)
- 1.1l Thank you. (Thank you.)
- 1.1m My name is John. (My name is John.)
- 1.1n What is your name? (What is your name?)
- 1.1o Do you live here? (Do you live here?)

Learning to Speak a Second Language

- 1.1p Yes, I live here. (Yes, I live here.)
- 1.1q Do you speak English? (Do you speak English?)
- 1.1r I speak a little English. (I speak a little English.)
- 1.1s Have you lived here long? (Have you lived here long?)
- 1.1t I have lived here two years. (I have lived here two years.)

1.3 Repeat each sentence.

- 1.3a Hello, how are you? (Hello, how are you?) / Hi, how are you? (Hi, how are you?) / Hello. (Hello.) / Hi. (Hi.)
- 1.3b Fine, thank you. (Fine, thank you.) / Fine, thanks. (Fine, thanks.) / Okay, thanks. (Okay, thanks.) / Okay. (Okay.)
- 1.3c How are you? (How are you?) / Fine, thanks. And you? (Fine, thanks. And you?)
- 1.3d Do you live here? (Do you live here?) / Do you live here in the city? (Do you live here in the city?) / Are you from this city? (Are you from this city?)

1.5 Repeat each number.

0 [zero] (0)	1 [one] (1)	2 [two] (2)	3 [three] (3)	4 [four] (4)
5 [five] (5)	6 [six] (6)	7 [seven] (7)	8 [eight] (8)	9 [nine] (9)
10 [ten] (10)	11 [eleven] (11)	12 [twelve] (12)	13 [thirteen] (13)	14 [fourteen] (14)
15 [fifteen] (15)	16 [sixteen] (16)	17 [seventeen] (17)	18 [eighteen] (18)	19 [nineteen] (19)
20 [twenty] (20)	30 [thirty] (30)	40 [forty] (40)	50 [fifty] (50)	60 [sixty] (60)
70 [seventy] (70)	80 [eighty] (80)	90 [ninety] (90)	100 [one hundred] (100)	1,000 [one thousand] (1,000)

1.6 Repeat each sentence.

- 1.6e Please help me. (Please help me.) / Help me. (Help me.) / Help. (Help.)
- 1.6f I am hurt. (I am hurt.) / I'm hurt. (I'm hurt.) / I'm not hurt. (I'm not hurt.)
- 1.6g My car will not start. (My car will not start.) / My car won't start. (My car won't start.) / My car is out of gas. (My car is out of gas.) / Where is the closest gas station? (Where is the closest gas station?)

1.6h What is your license number? (What is your license number?)

1.6i My child is sick. (My child is sick.) / My arm is hurt. (My arm is hurt.) / My wife is sick. (My wife is sick.) / My husband is hurt. (My husband is hurt.)

1.7 Say each letter of the alphabet.

A / a	B / b	C / c	D / d	E / e	F / f	G / g
H / h	I / i	J / j	K / k	L / l	M / m	N / n
O / o	P / p	Q / q	R / r	S / s	T / t	U / u
V / v	W / w	X / x	Y / y	Z / z		

1.9 Repeat each sentence after saying, "Excuse me."

1.9a Can you tell me where the store is? (Excuse me. Can you tell me where the store is?) Excuse me. Can you tell me where the store is? (Excuse me. Can you tell me where the store is?)

1.9b Can you tell me where the bathroom is? (Excuse me. Can you tell me where the bathroom is?) Excuse me. Can you tell me where the bathroom is? (Excuse me. Can you tell me where the bathroom is?)

1.9c Can you tell me where to find groceries? (Excuse me. Can you tell me where to find groceries?) Excuse me. Can you tell me where to find groceries? (Excuse me. Can you tell me where to find groceries?)

1.9d How much does it cost? (Excuse me. How much does it cost?) Excuse me. How much does it cost? (Excuse me. How much does it cost?)

Appendix B: Text Exercises

Appendix B Objective: Appendix B demonstrates text exercises. A newspaper article may be recorded on an audio recorder for spoken language instruction. Long sentences are broken into shorter phrases when necessary. The language helper reads the phrase on the recording, and the student repeats the phrase during the pause as indicated by the ellipses (. . .). During initial familiarization with the exercise, the student may follow the written text while responding to the audio recording. Subsequently, the majority of the study must be done entirely from recall memory while using the audio recording.

This type of exercise would normally be taken from a newspaper article. In this example, however, a fable from *Spoken English Learned Quickly* was used.

Both single-repeat and double-repeat formats are demonstrated in this exercise.

THE JOURNEY OF A WISE MAN: A Fable for English Learners

[These phrases use a single-repeat format.]

¹ A long time ago, (A long time ago,) there was a wise man (there was a wise man) living in a mountain country. (living in a mountain country.) A long time ago, there was a wise man living in a mountain country. (A long time ago, there was a wise man living in a mountain country.) The country was beautiful. (The country was beautiful.) But it was always difficult (But it was always difficult) to find enough food. (to find enough food.) But it was always difficult to find enough food. (But it was always difficult to find enough food.)

² The people of the High Country (The people of the High Country) decided that they would travel together (decided that they would travel together) to the Low Country. (the Low Country.) The people of the High Country decided that they would travel together to the Low Country. (The people of the High Country decided that they would travel together to the Low Country.) When the snow began to melt, (When the snow began to melt,) they packed all they owned (they packed all they owned) into their wagons. (into their wagons.) When the snow began to melt, they packed all they owned into their wagons. (When the snow began to melt, they packed all they owned into their wagons.) With anticipation mixed with sadness, (With anticipation mixed with sadness,) the wise man and his neighbors (the wise man and his neighbors) left their High Country homes. (left their High Country homes.) With anticipation mixed with sadness, the wise man and his neighbors left their High Country homes. (With anticipation mixed with sadness, the wise man and his neighbors left their High Country homes.)

³ The wise man noticed something strange (The wise man noticed something strange taking place) soon after they began their journey. (soon after they began their journey.) The wise man noticed something strange taking place soon after they began their journey.

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(The wise man noticed something strange taking place soon after they began their journey.) As they traveled day after day, (As they traveled day after day,) his right arm began to feel stiff. (his right arm began to feel stiff.) As they traveled day after day, his right arm began to feel stiff. (As they traveled day after day, his right arm began to feel stiff.)

[The complete sentences use a double-repeat format.]

The further they traveled from the High Country, (The further they traveled from the High Country,) the weaker it became. (the weaker it became.) The further they traveled from the High Country, the weaker it became. (The further they traveled from the High Country, the weaker it became.) The further they traveled from the High Country, the weaker it became. (The further they traveled from the High Country, the weaker it became.) Three things puzzled him. (Three things puzzled him.) Three things puzzled him. (Three things puzzled him.) First, his arm always felt the weakest (First, his arm always felt the weakest) whenever they stopped in a village. (whenever they stopped in a village.) First, his arm always felt the weakest whenever they stopped in a village. (First, his arm always felt the weakest whenever they stopped in a village.) First, his arm always felt the weakest whenever they stopped in a village. (First, his arm always felt the weakest whenever they stopped in a village.) Secondly, (Secondly,) he noticed that when the travelers from the High Country (he noticed that when the travelers from the High Country) gathered around a fire at night (gathered around a fire at night) to talk among themselves, (to talk among themselves,) his arm became strong again. (his arm became strong again.) Secondly, he noticed that when the travelers from the High Country gathered around a fire at night to talk among themselves, his arm became strong again. (Secondly, he noticed that when the travelers from the High Country gathered around a fire at night to talk among themselves, his arm became strong again.) Secondly, he noticed that when the travelers from the High Country gathered around a fire at night to talk among themselves, his arm became strong again. (Secondly, he noticed that when the travelers from the High Country gathered around a fire at night to talk among themselves, his arm became strong again.)

[The remainder of the story is included for those who want to read the entire fable.]

⁴ His third discovery puzzled him the most. When he put his arm behind his back, it no longer felt stiff and useless.

⁵ One day the wise man was startled. As his wagon rounded a bend in a high mountain road, he looked down on his neighbors' wagons ahead of him. He realized that many others were also holding an arm behind their back. As he looked more closely, he saw that some older people had even tied their arm in place with a rope.

⁶ Why, he wondered, was this happening?

⁷ At last they reached the Low Country. The weather was warm. The fields would produce grain and the forests would supply lumber for their houses. Life looked promising. Promising, that is, except for their weak arms. It was rumored that the Low

Country's air caused this strange weakness. Some of the people even said they must learn to live with this weakness if they wanted to stay in the Low Country.

⁸ The adults and children set to work. They cleared the land, planted crops, and prepared lumber to build their new homes. A High Country tailor sewed a new kind of coat that would hold the useless arm in place. He also put leather on the coat so the shoulder could push heavy loads. Even with the new coat, however, work was slow because everyone used only one arm.

⁹ Again, the wise man noticed a strange thing. First, he noticed that — even though it caused them pain — the children soon began using their weak arm again. Secondly, the wise man noticed that whenever the High Country people met together in their first buildings, if they shut all the doors and windows, strength returned to the arms of even the oldest men and women. "Surely," most said, "this proves that the Low Country air is at fault." Most agreed that the only solution was to build houses so strong that all Low Country air could be kept outside. But the wise man was puzzled most because the children seemed to become stronger while playing and working outside in the Low Country air.

¹⁰ The wise man watched his High Country neighbors trying to build their houses while using only one arm. He became fearful for his people's welfare. The new coat helped them work faster with one arm. But winter was coming and neither the houses nor the crops would be ready if everyone continued to work with one arm behind their back.

¹¹ The wise man learned a lesson from the children. He realized that — even though it was painful — using his weak arm for hard work was the only way to make it strong again. Because winter was coming, he knew that he could not stop working on his house in order to spend all his time trying to make his arm strong. But he also knew that he could not finish his house before winter unless he used both arms. The wise man decided that if he was to finish his house before winter, he must spend some time each day strengthening his arm so that he could finish his house more quickly.

¹² The wise man spent time each day both strengthening his arm and working on his house. He finished his house before winter.

¹³ Some High Country people perished that winter because the snow came before their crops were harvested and their houses finished. They had worked slowly every day because they were afraid to stop working on their houses long enough to strengthen their weak arm.

¹⁴ If you live in the United States and cannot speak English well, you are living as though one arm was tied behind your back. You must work to support your family. But if you do not spend time each day learning English, you will be limited for the rest of your life. *Spoken English Learned Quickly* was written so that you can study at home and still hold a job. If you will regularly study English each day for six months to a year, your English will greatly improve. You will be more able to earn higher wages, live more effectively in your community, and talk with your children as they learn English in school.

Appendix C: Lesson Exercises

Appendix C Objective: Appendix C illustrates a number of exercises that teach students how to ask a question, how to use objective pronouns, how to use "may" as a statement of condition, how to use "might" as a statement of condition, how to distinguish between "this" and "that," how to use "do" for emphasis, how to use comparative and superlative forms of the adjective, how to distinguish between "every" (that includes all in the group), and "every...who" or "every...which" in which only some in a group are excluded, and how to change words like "high" to "height," "wide" to "width," "deep" to "depth," "long" to "length," "thick" to "thickness," "strong" to "strength," "weak" to "weakness," and "dark" to "darkness."

The number identifies the lesson, exercise, and sentence from *Spoken English Learned Quickly*. **5.7a** is from Lesson 5, exercise 7, sentence "a."

[This exercise teaches students how to ask a question.]

5.7 Ask the question that the statement answers. I will say, "Yes, I like this car." You will answer, "Do you like this car?"

5.7a Yes, I like this car.

(Do you like this car?) Do you like this car? (Do you like this car?)

5.7b Yes, he likes this car.

(Does he like this car?) Does he like this car? (Does he like this car?)

5.7c Yes, we like this car.

(Do we like this car?) Do we like this car? (Do we like this car?)

[This exercise teaches students how to use objective pronouns.]

5.9 I will ask, "Who is he talking to?" Then I will say, "Me?" You will answer, "He is talking to me."

5.9a Who is he talking to? Me?

(He is talking to me.) He is talking to me. (He is talking to me.)

5.9b Who is he talking to? Him?

(He is talking to him.) He is talking to him. (He is talking to him.)

5.9c Who is he talking to? Her?

(He is talking to her.) He is talking to her. (He is talking to her.)

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5.9d Who is he talking to? It?

(He is talking to it.) He is talking to it. (He is talking to it.)

[This exercise teaches students how to use "may" as a statement of condition.]

11.3 Answer each sentence with "I don't know yet," and "may."

11.3a Will you go tomorrow?

(I don't know yet. I may go tomorrow.) I don't know yet. I may go tomorrow. (I don't know yet. I may go tomorrow.)

11.3c Will it be a large amount of money?

(I don't know yet. It may be a large amount of money.) I don't know yet. It may be a large amount of money. (I don't know yet. It may be a large amount of money.)

11.3d Will they do all of their work?

(I don't know yet. They may do all of their work.) I don't know yet. They may do all of their work. (I don't know yet. They may do all of their work.)

[This exercise teaches students how to use "might" as a statement of condition.]

11.4 Answer each sentence with "I don't think I (or another person) will. But I (or the other person) might . . ."

11.4a Will you go tomorrow?

(I don't think I will. But I might go tomorrow.) I don't think I will. But I might go tomorrow. (I don't think I will. But I might go tomorrow.)

11.4c Will we give a large amount of money?

(I don't think we will. But we might give a large amount of money.) I don't think we will. But we might give a large amount of money. (I don't think we will. But we might give a large amount of money.)

11.4d Will they do all of their work?

(I don't think they will. But they might do all of their work.) I don't think they will. But they might do all of their work. (I don't think they will. But they might do all of their work.)

[This exercise teaches students how to distinguish between "this" and "that."]

13.3 I will ask, "Do the children need this book?" You will answer, "No. But I know they need that book." I will ask, "Does he want to read these books?" You will answer, "No. But I know he wants to read those books."

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13.3a Do the children need this book?

(No. But I know they need that book.) No. But I know they need that book. (No. But I know they need that book.)

13.3b Does he want to read these books?

(No. But I know he wants to read those books.) No. But I know he wants to read those books. (No. But I know he wants to read those books.)

13.3c Do we already have people from this group?

(No. But I know we already have people from that group.) No. But I know we already have people from that group. (No. But I know we already have people from that group.)

[This exercise teaches students how to use "do" for emphasis.]

13.5 I will ask, "Do you speak English?" You will answer, "Yes, I do speak English." I will say, "He doesn't speak English, does he?" You will answer, "Yes, he does speak English."

13.5a Do you speak English?

(Yes, I do speak English.) Yes, I do speak English. (Yes, I do speak English.)

13.5b He doesn't speak English, does he?

(Yes, he does speak English.) Yes, he does speak English. (Yes, he does speak English.)

13.5c Does she perform well with others?

(Yes, she does perform well with others.) Yes, she does perform well with others. (Yes, she does perform well with others.)

[This exercise teaches students how to use comparative and superlative forms of the adjective. Other vocabulary is used in the exercise such as "tall" "tallest," "old" "older" "oldest," "noisy" "noisier" "noisiest," "short" "shorter" "shortest," "good" "better" "best," and "bad" "worse" "worst."]

13.7 I will ask, "Do you see that big crowd?" You will answer, "Yes, but the one we saw yesterday was bigger." I will ask again, "Do you see that big crowd?" You will answer, "Yes, but the one we will see tomorrow will be the biggest."

13.7a Do you see the big crowd?

(Yes, but the one we saw yesterday was bigger.) Yes, but the one we saw yesterday was bigger. (Yes, but the one we saw yesterday was bigger.)

13.7b Do you see the big crowd?

(Yes, but the one we will see tomorrow will be the biggest.) Yes, but the one we will see tomorrow will be the biggest. (Yes, but the one we will see tomorrow will be the biggest.)

13.7c Did they put the tall people together?

(Yes, but the ones they put together yesterday were taller.) Yes, but the ones they put together yesterday were taller. (Yes, but the ones they put together yesterday were taller.)

[This exercise teaches students how to distinguish between "every" which includes all in the group, and "every...who" or "every...which" in which some in a group are excluded.]

14.7 Repeat each sentence.

14.7a Everyone sold a house. (Everyone sold a house.)

Everyone in this group owned a house. (Everyone in this group owned a house.)

Everyone sold a house. (Everyone sold a house.)

14.7b Everyone who owned a house sold it. (Everyone who owned a house sold it.)

Some in this group owned a house. (Some in this group owned a house.)

Some did not own a house. (Some did not own a house.)

Those who owned a house sold it. (Those who owned a house sold it.)

14.7c Every car was repaired. (Every car was repaired.)

Every car in this group needed to be repaired. (Every car in this group needed to be repaired.)

Every car was repaired. (Every car was repaired.)

14.7d Every car that needed to be repaired was fixed. (Every car that needed to be repaired was fixed.)

Some cars in this group needed to be repaired. (Some cars in this group needed to be repaired.)

Some cars did not need to be repaired. (Some cars did not need to be repaired.)

Those cars that needed it were repaired. (Those cars that needed it were repaired.)

14.7e Every member was sick and was given help. (Every member was sick and was given help.)

Every member in this group was sick. (Every member in this group was sick.)

Every member was given help. (Every member was given help.)

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14.7f Every member who was sick was given help. (Every member who was sick was given help.)

Some members in this group were sick. (Some members in this group were sick.)

Some members were not sick. (Some members were not sick.)

The members who were sick were given help. (The members who were sick were given help.)

[This exercise teaches students how to change words like "high" to "height," "wide" to "width," "deep" to "depth," "long" to "length," "thick" to "thickness," "strong" to "strength," "weak" to "weakness," and "dark" to "darkness."]

14.9 Repeat each sentence.

14.9a How high is that mountain? (How high is that mountain?)

Its height is over 11,000 feet. (Its height is over 11,000 feet.)

14.9b How wide is their house? (How wide is their house?)

Its width is almost 50 feet. (Its width is almost 50 feet.)

14.9c How deep is the water? (How deep is the water?)

Its depth is about 100 feet. (Its depth is about 100 feet.)

Appendix D: More Verb Exercises

Appendix D Objective: Appendix D demonstrates three additional verb exercise formats.

6.3 Repeat each sentence at the time I tell you. I will say, "Yesterday I needed groceries. Today _____." You will answer, "Today I need groceries." Use the same person (I, he, she, we, you or they) in the sentence.

6.3a Yesterday I needed groceries. Today _____.

(Today I need groceries.) Today I need groceries. (Today I need groceries.)

Today he needs groceries. Tomorrow _____.

(Tomorrow he will need groceries.) Tomorrow he will need groceries. (Tomorrow he will need groceries.)

Tomorrow we will need groceries. Yesterday _____.

(Yesterday we needed groceries.) Yesterday we needed groceries. (Yesterday we needed groceries.)

6.3b Yesterday they appealed to the men. Today _____.

(Today they appeal to the men.) Today they appeal to the men. (Today they appeal to the men.)

Today we appeal to the men. Tomorrow _____.

(Tomorrow we will appeal to the men.) Tomorrow we will appeal to the men. (Tomorrow we will appeal to the men.)

Tomorrow you will appeal to the men. Yesterday _____.

(Yesterday you appealed to the men.) Yesterday you appealed to the men. (Yesterday you appealed to the men.)

6.3c Yesterday you added your brother to the group. Today _____.

(Today you add your brother to the group.) Today you add your brother to the group. (Today you add your brother to the group.)

Today he adds your brother to the group. Tomorrow _____.

(Tomorrow he will add your brother to the group.) Tomorrow he will add your brother to the group. (Tomorrow he will add your brother to the group.)

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12.3 Say each sentence using the word I will give you. I will tell you if the sentence should be in the present, the past, or the future.

12.3a Use the words "to agree."

Present. The man I know from that group always _____.

(The man I know from that group always agrees.) The man I know from that group always agrees. (The man I know from that group always agrees.)

Past. The man I know from that group always _____.

(The man I know from that group always agreed.) The man I know from that group always agreed. (The man I know from that group always agreed.)

Future. The man I know from that group will always _____.

(The man I know from that group will always agree.) The man I know from that group will always agree. (The man I know from that group will always agree.)

Present. The group of men I know always _____.

(The group of men I know always agrees.) The group of men I know always agrees. (The group of men I know always agrees.)

Past. The group of men I know always _____.

(The group of men I know always agreed.) The group of men I know always agreed. (The group of men I know always agreed.)

Present. The group of men I know will always _____.

(The group of men I know will always agree.) The group of men I know will always agree. (The group of men I know will always agree.)

12.3b Use the words "to claim."

Present. Peter _____ to follow the orders.

(Peter claims to follow the orders.) Peter claims to follow the orders. (Peter claims to follow the orders.)

Past. Peter _____ to follow the orders.

(Peter claimed to follow the orders.) Peter claimed to follow the orders. (Peter claimed to follow the orders.)

Future. Peter _____ to follow the orders.

(Peter will claim to follow the orders.) Peter will claim to follow the orders. (Peter will claim to follow the orders.)

Present. Peter and John _____ to follow the orders.

(Peter and John claim to follow the orders.) Peter and John claim to follow the orders. (Peter and John claim to follow the orders.)

Past. Peter and John _____ to follow the orders.

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(Peter and John claimed to follow the orders.) Peter and John claimed to follow the orders. (Peter and John claimed to follow the orders.)

Future. Peter and John _____ to follow the orders.

(Peter and John will claim to follow the orders.) Peter and John will claim to follow the orders. (Peter and John will claim to follow the orders.)

16.2 Repeat each sentence.

16.2a Complete the following sentences with "their coats up over there."

I always hang (I always hang their coats up over there.) / I always hung (I always hung their coats up over there.) / I will hang (I will hang their coats up over there.)

She always hangs (She always hangs their coats up over there.) / She always hung (She always hung their coats up over there.) / She will hang (She will hang their coats up over there.)

You seldom hang (You seldom hang their coats up over there.) / You seldom hung (You seldom hung their coats up over there.) / You will hang (You will hang their coats up over there.)

Complete the following sentences with "the phone up immediately."

We usually hang (We usually hang the phone up immediately.) / We usually hung (We usually hung the phone up immediately.) / We will hang (We will hang the phone up immediately.)

They never hang (They never hang the phone up immediately.) / They never hung (They never hung the phone up immediately.) / They will hang (They will hang the phone up immediately.)

16.2b Complete the following sentences with "the law while driving."

I never break (I never break the law while driving.) / I never broke (I never broke the law while driving.) / I will never break (I will never break the law while driving.)

He never breaks (He never breaks the law while driving.) / He never broke (He never broke the law while driving.) / He will never break (He will never break the law while driving.)

You never break (You never break the law while driving.) / You never broke (You never broke the law while driving.) / You will never break (You will never break the law while driving.)

Complete the following sentences with "the meeting up at noon."

We usually break (We usually break the meeting up at noon.) / We broke (We broke the meeting up at noon.) / We will break (We will break the meeting up at noon.)

They always break (They always break the meeting up at noon.) / They broke (They broke the meeting up at noon.) / They will break (They will break the meeting up at noon.)

Appendix E: Expression Exercises

Appendix E Objective: Appendix E demonstrates two exercises which teach expressions.

[This exercise teaches students how to use the expression, "No, I don't have any. . . , but I will give you what I have."]

7.4 I will ask, "Do you have any money?" You will answer, "No, I don't have any money, but I will give you what I have."

7.4a Do you have any money?

(No, I don't have any money, but I will give you what I have.) No, I don't have any money, but I will give you what I have. (No, I don't have any money, but I will give you what I have.)

7.4b Do you have any water?

(No, I don't have any water, but I will give you what I have.) No, I don't have any water, but I will give you what I have. (No, I don't have any water, but I will give you what I have.)

7.4c Do you have any cash?

(No, I don't have any cash, but I will give you what I have.) No, I don't have any cash, but I will give you what I have. (No, I don't have any cash, but I will give you what I have.)

7.4d Do you have any gifts?

(No, I don't have any gifts, but I will give you what I have.) No, I don't have any gifts, but I will give you what I have. (No, I don't have any gifts, but I will give you what I have.)

7.4e Do you have any groceries?

(No, I don't have any groceries, but I will give you what I have.) No, I don't have any groceries, but I will give you what I have. (No, I don't have any groceries, but I will give you what I have.)

[This exercise teaches students how to use the expression, "I told you a long time ago that. . ."]

8.8 I will ask a question. You will answer the question by saying, "I told you a long time ago that _____."

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8.8a Will we be leaving together?

(I told you a long time ago that we will be leaving together.) I told you a long time ago that we will be leaving together. (I told you a long time ago that we will be leaving together.)

8.8b Will they reject their ignorance?

(I told you a long time ago that they will reject their ignorance.) I told you a long time ago that they will reject their ignorance. (I told you a long time ago that they will reject their ignorance.)

8.8c Will he suffer because of their presence?

(I told you a long time ago that he will suffer because of their presence.) I told you a long time ago that he will suffer because of their presence. (I told you a long time ago that he will suffer because of their presence.)

8.8d Will the whole store be closed?

(I told you a long time ago that the whole store will be closed.) I told you a long time ago that the whole store will be closed. (I told you a long time ago that the whole store will be closed.)

8.8e Will all our children be at the house?

(I told you a long time ago that all our children will be at the house.) I told you a long time ago that all our children will be at the house. (I told you a long time ago that all our children will be at the house.)

Appendix F: Miscellaneous Exercises

Appendix F Objective: Appendix F illustrates exercises that teach students how to use comparative and superlative forms of the adjectives that are modified by "more" and "most," how to use prepositions, how to express the range of possibility between "always" and "never," how to use two-word verbs, and how to use more polite phraseology in expressing thoughts.

[This exercise teaches students how to use comparative and superlative forms of the adjective which use "more" and "most."]

13.8 I will say, "Is she the most famous person here?" You will answer, "I don't think so. But she is more famous than most of the others."

13.8a Is she the most famous person here?

(I don't think so. But she is more famous than most of the others.) I don't think so. But she is more famous than most of the others. (I don't think so. But she is more famous than most of the others.)

13.8c Will they be the most peaceful people here?

(I don't think so. But they will be more peaceful than most of the others.) I don't think so. But they will be more peaceful than most of the others. (I don't think so. But they will be more peaceful than most of the others.)

13.8f Were they the most responsible people here?

(I don't think so. But they were more responsible than most of the others.) I don't think so. But they were more responsible than most of the others. (I don't think so. But they were more responsible than most of the others.)

[This exercise teaches students how to use prepositions. It also includes "inside," "beside," "in front of," "outside," "close to," "behind," "under," "around," and "through."]

14.5 I will say, "I walked near _____." You will answer, "I walked near the house." I will say, "We walked toward _____." You will answer, "We walked toward the house."

14.5a I walked near _____.

(I walked near the house.) I walked near the house. (I walked near the house.)

14.5b We walked toward _____.

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(We walked toward the house.) We walked toward the house. (We walked toward the house.)

14.5c They walked away from _____.

(They walked away from the house.) They walked away from the house. (They walked away from the house.)

[This exercise teaches students how to express the range of possibility between "always" and "never." This exercise also includes sentences for "often," "sometimes," "occasionally," "seldom," "infrequently," "rarely," and "never."]

14.8 Repeat the sentence, adding the word I give you. I will say, "We wait for the children by the bus stop. Then I will say, "always." You will answer, "We always wait for the children by the bus stop."

14.8a We wait for the children by the bus stop. **always**

(We always wait for the children by the bus stop.) We always wait for the children by the bus stop. (We always wait for the children by the bus stop.)

14.8b They come by 3 o'clock. **usually**

(They usually come by 3 o'clock.) They usually come by 3 o'clock. (They usually come by 3 o'clock.)

14.8c We see other children waiting there. **frequently**

(We frequently see other children waiting there.) We frequently see other children waiting there. (We frequently see other children waiting there.)

[This exercise teaches students how to use two-word verbs. Many other two-word verbs such as "called up," "cleaned up," "do over," "drop in," "drop off," "fill out," "get on," "get up," "give back," "hand in," "hang up," "look over," "look into," "look up" are also used in the exercise.]

16.3 Repeat each sentence.

16.3a They broke the meeting up at noon. (They broke the meeting up at noon.)

They will break up at noon. (They will break up at noon.)

16.3b She brought the children up by herself. (She brought the children up by herself.)

He will bring the topic up during dinner. (He will bring the topic up during dinner.)

16.3c They called the meeting off this morning. (They called the meeting off this morning.)

They called off the meeting. (They called off the meeting.)

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[This exercise teaches students how to express thoughts more politely.]

16.7 Repeat each sentence.

16.7e Sit down. (Sit down.)

Please sit down. (Please sit down.)

16.7f Listen to me. (Listen to me.)

May I please have your attention? (May I please have your attention?)

16.7j Get out of my way. (Get out of my way.)

May I please come through? (May I please come through?)

16.7m I want to talk now. (I want to talk now.)

Excuse me. May I say something? (Excuse me. May I say something?)

This book is required reading for any busy professional person, student, or social service provider planning to learn a new spoken language.

If you will soon be living or working in another culture where your business success, academic degrees, or your ability to communicate with others depends on your ability to speak another language, you will not have the time to waste on antiquated grammar-based language instruction.

The new Feedback Training Method described in this book was developed to quickly teach *spoken* English using the *Spoken English Learned Quickly* lesson series. It has proven itself dramatically successful with hundreds of thousands of students using the course in over 200 countries. Through **www.FreeEnglishNow.com**, it has become the world's most widely distributed spoken English language course.

With that background of success, this book was written to enable you to apply the same effective language learning method to any spoken language.

- You will discover what the Feedback Training Method is and why it is so effective.
- You will see why learning to speak your target language fluently will give you the ability to read and write that language more quickly than if you were simply to study its grammar.
- You will learn how to develop exercises, use a local newspaper for a language text, and study the verb construction of your target language.
- You will read six appendices which give examples for developing spoken language drills in your target language.

Whether you will be studying in an established language school or studying on your own, *Learning to Speak a Second Language* will help you acquire your target language in less time with greater fluency than conventional language learning methods.